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AUTHOR Keim, William A.; And Others
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ABSTRACT

Concerned with changes in enrollment and credit hour patterns, the chancellor of the Kansas City Metropolitan Community Colleges (MCC) created a special Task Force to consider recommendations for marketing strategies for the 1978-79 academic year. The Task Force reviewed regional and district demography, area population trends and density, age and racial distribution, educational characteristics, employment, per capita income, and projected employment patterns until 2025. It also investigated marketing objectives in terms of (1) adult nonstudents and current students, (2) competition for minority and occupational enrollments, and (3) institutional survival. In addition, surveys of area employers and educators and MCC employees were conducted to ascertain their perceptions and evaluations of college services, their characteristics, and their relationships with the college. Of 1,106 employers, 13% responded; over 80% felt MCC was doing an adequate or better job in serving the community, while 24% felt there were educational needs not being met. Of educators, 27% of 862 responded; only 7% felt MCC did not achieve its goals. Only 30% of all MCC employees responded; 76% felt their respective units were doing a satisfactory or better job. Specific survey results, copies of the questionnaires, study implications, and marketing recommendations are included. (TR)

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A STATUS REPORT

from the

Task Force on Marketing Research

Presented to

The Board of Trustees of
The Metropolitan Community Colleges
Kansas City, Missouri

June 15, 1978

JC 780 346

THE TASK FORCE ON MARKETING RESEARCH

William A. Keim, Chairperson

Renee Bennett	Maple Woods
Stephen Brainard	Administrative Center
Desmond Daniels	Maple Woods
Robert Hencey	Administrative Center
Julia Hill	Pioneer
Edward Krekel	Penn Valley
Jerome Ommen	Longview

THE TASK FORCE ON MARKETING RESEARCH

Concerned with changes in enrollment and credit hour patterns, Dr. Harlacher, chancellor of the Metropolitan Community Colleges, created a special Task Force in December 1977 to consider recommendations for marketing strategies for the 1978-79 academic year. Dr. William Keim was released from his duties as president of Pioneer Community College and was given the task of assembling a small work force of faculty and administrators to conduct the research project. Each college president provided some release time for members of the task force although in at least one case the extra duty of serving on the task force was simply added to the responsibilities of the individual, there being no possibility of release time.

In all cases the choise of personnel was fortunate and the enthusiasm and interest of the entire group was the sole factor in making it possible to arrive at a status report in such a short period of time. Normally a project of this kind would require at least a full year to complete but the bulk of the research was assembled, analyzed, and conclusions drawn in less than ninety working days. The speed with which the report was assembled is a tribute to the hard working and imaginative members of the task force.

In addition, countless hours of secretarial, clerical, and data processing help were cheerfully provided by volunteers from various offices in the administrative center and from the admissions office of Pioneer. People helped, often on their own time, and no unsolvable problems were ever encountered.

It was a very positive experience.

William A. Keim
Chairperson, Task Force on
Marketing Research

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Chapter I

KANSAS CITY, MISSOURI REGIONAL AND DISTRICT DEMOGRAPHICS

I. Population

A. General Conditions

Beginning with the 1980 National Census, the Federal government will begin taking the federal census count every five years. It appears that, as a nation, our population has achieved such a condition of fluidity that our traditional ten-year span between headcount is no longer appropriate. Bicarmarel representative government based, in part, on population count and directly related to such issues as revenue sharing has resulted in the need for more accurate reporting. The problem would never have arisen, of course, if our population were not so occupationally mobile, nor so demanding in seeking personal satisfaction through geographical access. Large numbers of people now move to better jobs or to better locations. It is estimated that close to 25 percent of the total population of the United States is, at any given time, in the process of moving.

Kansas City is no exception to this fluid phenomenon. The difficulty which it presents to institutions whose planning is based on population is obvious. It is a well known axiom in planning that "the less reliable the data, the less reliable the planning."

B. Problems in Planning

There was a time when a school system could count its first grade students and predict within manageable variations how many students would enter high school from this beginning population. This has become more and more difficult to do and many school systems are trying desperately to master more sophisticated models of predictability. However, because of the numerous and complex variables, this coveted degree of desired sophistication is elusive and difficult to attain.

In spite of the problems, there seems to be promise in prediction through joint effort and in the sharing of organizational data through coordination. A large metropolitan area has distinct advantages in this growing arena of cooperative planning and the task force was pleased to discover some avenues already existing in Kansas City which will lead to a higher degree of accuracy in future planning. MARC and its involvement with DIME (Dual Independent Map Encoding), and UMKC with its Institute for the Problems of Urban Education, are two real means to cooperative

planning and we will deal more specifically in the task force recommendations with these agencies. In addition, there are other data intelligence based groups which are available in the future to planning efforts. Intelligent marketing is, of course, tied to the reliability of data.

II. Trends in Population in the Kansas City Area

There is no question but that Kansas City, Missouri, is a healthy metropolitan area. There is no widespread evidence to the contrary and we see signs on all sides of improvements in our physical and social dimensions. There are forces at work to constantly improve the quality of life and the community of commerce continues to expand and to remain generally optimistic. Societal problems are part of the fabric of the nearly one million persons who live in the metropolitan region, but few of these problems are ignored or hidden. This willingness to face problems is a mark of a healthy culture and solutions to social ills and discontent are examined, proposed, and implemented. Rarely are these barriers to at least some degree of progress toward the equalitarian society which we espouse as a nation.

A. Population Changes

Changes in population often reflect the desired outcomes of society and more often than not are reflective of the attempted solutions to our general insight into problem solving. Thus, attempts on the part of the disadvantaged population to seek a better lifestyle can lead to population shifts within a given area. Likewise, recent trends in the dislocation of affluent property owners who purchase high-rise condominiums (many condominiums were formerly apartment buildings) within the boundaries of the inner city has caused curious shifts of property values and warps in the socio-economic levels of the population. These thrusts and counterthrusts obviously affect the community institutions which depend upon specific clientele in their continued existence.

B. The Birth Rate

There are wider issues of course. The classic example is the national birth rate which for the past 30 years has followed a hitherto unheard-of pattern of boom and decline. Immediately following World War II, there was an unprecedented baby boom which lasted for over a decade. Marriages and families created the illusion of unrestricted growth and an unlimited supply of future school and college age citizens. No one really supposed that this process would ever reverse itself in such a short period but these few experts would have predicted the social upheavel of the late 50's and 60's. Whatever the reasons were, the result was a dramatic decline in the national birth rate.

In the Kansas City metropolitan region (8 counties of Kansas and Missouri)*, the birth rate per 1,000 population is evidence enough of the problem.

Year	Birth Rate
1960	25.2
1970	18.8
1971	16.0
1972	15.8
1973	15.2
1974	14.9
1975	14.2
1976	13.8

In just 16 years the area birth rate has declined almost 50 percent.

C. Migration into the Kansas City Area

There is an additional consideration which has sobering ramifications; the net migration to the Metropolitan area has dramatic impact upon the total picture (Figure 1). Between 1970-1975, there was a loss of nearly 5,000 people who did not migrate into our metropolitan region. This loss, compared to a twenty-year (1950-1970) increase of over 12,000 persons, is a factor to be considered.

Shown in Table I in a more composite form we see the 1976 actual growth rate reported by the State of Missouri, Department of Budget and Planning. In just 6 years, Jackson County has lost over 36,000 people. The other four counties, with the exception of Ray County, are also experiencing a decline in the rate of growth which each had experienced between 1960 and 1970.

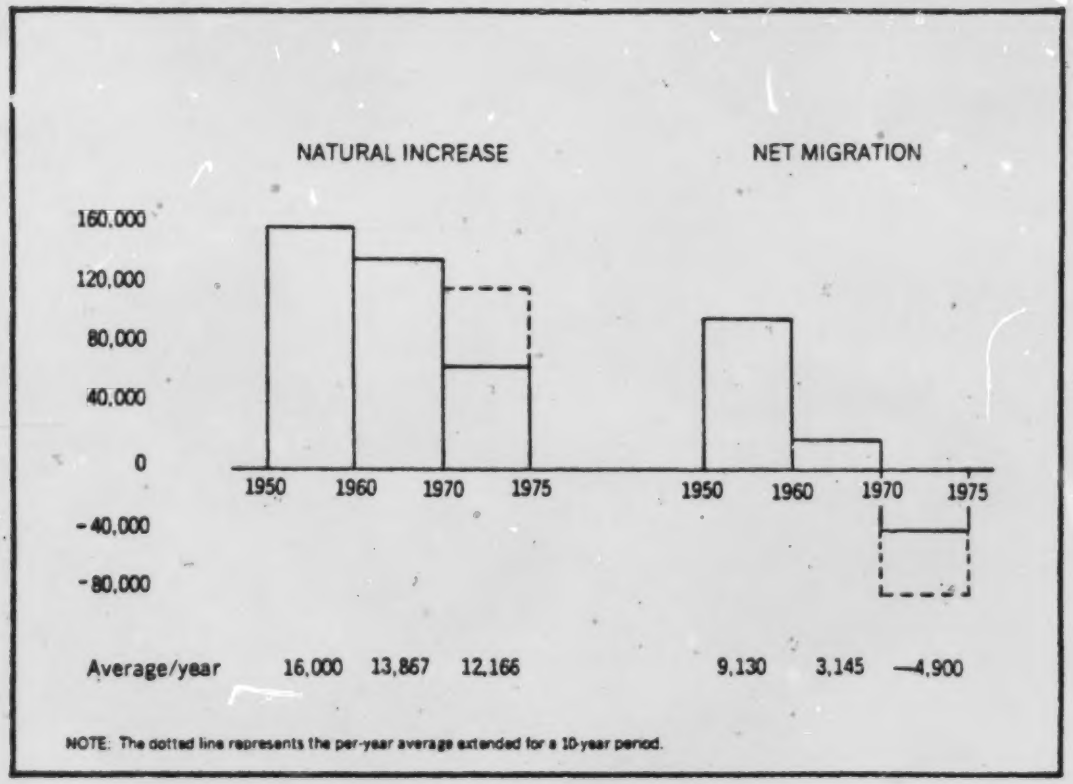
D. Total Population Trends

On the brighter side, many analysts agree that the national birth rate will begin to escalate again. It would appear that the children of the post-war baby boom did not refuse to have children, many of them merely postponed families until such time as conditions were more settled and personal lives could be re-established. The children of the post-war period are now in their late 20's and experts agree that this age category is beginning to stabilize into a more familiar American pattern.

Unfortunately, the effects of an increase in this birth expected rate will not be felt in institutions of higher education until 1995. Time Magazine, May 29, 1978, reports that by 1985 the

*Unless otherwise noted, all data presented in this section of the report (including some graphics) comes from Social and Environmental Inventory, 1975, Van Doren-Hazard-Stallings, Corps of Engineers, Kansas City District.

FIGURE 1



COMPONENTS OF POPULATION CHANGE.

Table 1

COUNTY POPULATION GROWTH RATES

County	1970	1975 (est.)	1976 (actual)
Platte	32,081	37,900	39,700
Growth rate (%)	37.4 (from 1960)	18.1	23.7
Clay	123,702	132,300	132,400
Growth rate (%)	41.4	6.9	.7
Jackson	654,178	638,400	617,900
Growth rate (%)	5.0	-2.4	-5.6
Cass	39,448	47,100	48,500
Growth rate (%)	32.8	20.8	23.0
Ray	17,599	18,400	19,200
Growth rate (%)	9.5	7.5	9.3

ACTUAL TOTAL LOSS IN POPULATION IN THE FIVE COUNTIES 1970-1976: 9,300

Combined actual growth rate (%): -1.1

TABLE 2

PERCENTAGE OF AGE CATEGORIES - FOUR COUNTIES*

1970 age	total pop	%	present age 1978
Under 5	70,691	8.3	13
5 - 9	85,115	10.0	13 - 17
10 - 15	102,984	12.2	18 - 23
16 - 20	68,802	8.1	24 - 28
21 - 24	53,816	6.3	29 - 32
25 - 64	382,341	45.0	33 - 72
Over 65	85,660	10.1	73 -
total	849,409	100.0	

* Appendix to Estimates and Projections, MARC 1973

high school age group of the nation will have declined an estimated 15 to 30 percent over our present trend and will continue to shrink at a predictable rate until 1990.

Table 2 reveals quite explicitly that by four county age categories in 1970, there was approximately a 2 percent loss in population from the 10-15 age through the younger categories. The 10-15 group was the last of the baby boom. It is interesting to note that in 1978, 81.7 percent of our population is over 18. There are smaller and smaller numbers within groups coming behind this large force.

There are those who feel that our gross population picture will improve and Table 3 reflects a more optimistic growth rate for our five Missouri counties. We must remember that this projection is tied into the following positive factors.

1. A good continuing job market
2. A healthy and improved economy
3. Full industrial investment and growth
4. Solutions to the problems of energy

III. Population Density

A. Characteristics

Density of population is consistent with residential development and it is clear that there is a concentric development under way around the central core of Kansas City. It is almost as though there was a huge growing doughnut which surrounds the city itself. There is immediate growth south and southeast of the city and some dramatic growth north of the river. It must be remembered, however, that much of the residential development is taking place outside the District boundaries.

Table 4 shows the population density based on the 1970 census but the figures can be made current by comparing the county figures with Table 1. Thus, Platte County density can be interpreted to be 23.7 percent greater, Jackson County-5.6 percent less, and so forth.

The MCC District in 1975 showed a total general population by trustee subdistricts of 650,623 people (Table 5). Figure 2 is a graphic demonstration of the 1970 population by density per square mile.

It must be remembered that, although Jackson County is losing population at the present time, this process could be revised in the future and it should always be considered that this county has hundreds of thousands of people living within its boundaries.

TABLE 3

ESTIMATE: POPULATION, GROWTH RATE, AND RELATIVE SHARES, 1970-2025

County	1970	1980	2000	2025
Platte	32,081	48,344	101,417	188,552
Relative share (%)	2.4	3.2	5.1	7.3
Growth rate (%)		50.7	109.8	85.9
Clay	123,702	159,574	265,417	428,179
Relative share (%)	9.3	10.6	13.3	16.5
Growth rate (%)		29.0	66.3	61.3
Jackson	654,178	684,359	795,152	828,722
Relative share (%)	49.3	45.6	39.8	32.0
Growth rate (%)		4.6	16.2	4.2
Cass	39,448	51,653	78,640	122,688
Relative share (%)	3.0	3.4	3.9	4.7
Growth rate (%)		30.9	52.2	56.0
Ray	17,599	19,750	23,374	28,775
Relative share (%)	1.3	1.3	1.2	1.1
Growth rate (%)		12.2	18.3	23.1

TABLE 4

POPULATION DENSITY

STATE County	Area (Sq.Mi.)	1970 Population	Density (Pop./Sq.Mi.)
MISSOURI			
Cass	698	39,448	56.5
Clay	413	123,702	300.3
Jackson	603	654,178	1,084.9
Platte	420	32,081	75.1
Ray	574	17,599	30.7

Source: 1970 Census of Population.

Table 5

GENERAL POPULATION AND STUDENT POPULATION OF TRUSTEE SUBDISTRICTS*

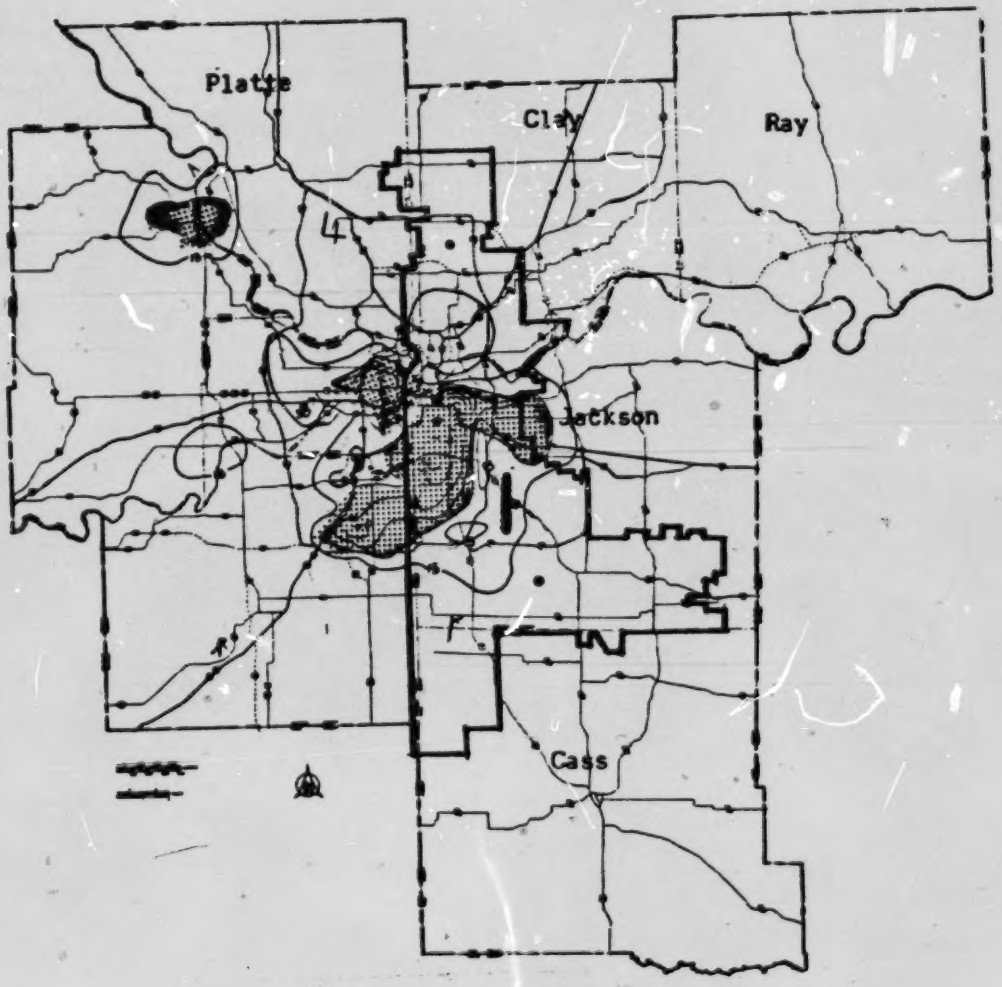
Subdistrict #	General Population	Student Population	Percentage
1	108,721	2,131	2.0
2	108,892	1,830	1.7
3	108,469	1,326	1.2
4	108,298	1,453	1.3
5	108,247	2,264	2.1
6	107,996	2,176	2.0
Total District	650,623	11,180	1.7

*General population from 1970 census
Student population from Spring Semester 1975

NOTE: The above information is taken from District Report, "Residence Distribution of In-District Students," Spring 1975.

Source: 1970 Census of Population.

FIGURE 2



POPULATION DENSITY

POPULATION DENSITY
(CONTOUR INTERVALS ARE IN 100 PERSONS PER ACRE)

It is a fairly dense population base by National Metropolitan Standards and will continue to remain our greatest concentration of residents.

B. Housing Types and Property Values

Contributing greatly to the density of population is the type of residential dwelling unit in which residents reside (Table 6). Jackson County is clearly shown in terms of the huge edge which it maintains in multiple family dwelling units. In 1970, there were almost a quarter of a million dwelling units in Jackson County. This figure was six times the number of units in Clay County and 18 times the number in Cass County. Recent redistribution of population between 1970 and 1978 reveals that a large number of single family units, plus some multi-family units, have been built in Clay and Cass Counties. However, Jackson County continues to have the bulk of housing and Table 7 shows a summary of property values throughout our service area. The property value table would indicate that the large proportion of our tapes are collected in Jackson County. Figure 3 presents this property value distribution more graphically.

IV. Age Distribution

For purposes of programming potential, the Kansas City Metropolitan region is divided into three age categories.

A. Population Age 0-17 - Figure 4

This figure shows graphically those areas of the service area which are experiencing a rapid growth of family dwellings. Most of these are single family units which are purchased by young emerging families and the "doughnut" phenomenon described earlier is clearly evident. Both Maple Woods and Longview will be affected by larger school enrollments of the young age (0-17) category than will Penn Valley and Pioneer.

Again, Table 2 is a breakdown of the area population by age group.

B. Population Age 18-64 - Figure 5

This population category is commonly thought of as the work force, i.e., all those of working age.

The even distribution of the work force throughout the area is not too surprising since almost the entire adult population is a member of this work force.

TABLE 6

SUMMARY OF HOUSING

STATE County	Number SFDU (1)	Number MFDU (2)	Number Mobile (3)	Aggregate Value (4)
KANSAS				
Johnson	55,609	11,387	430	$1,167
Leavenworth	11,254	3,358	374	86
Wyandotte	48,602	13,727	1,115	480
MISSOURI				
Cass	10,308	1,683	1,121	78
Clay	31,811	7,306	825	441
Jackson	157,073	82,016	2,411	2,037
Platte	8,488	1,550	314	115
Ray	3,215	45	131	15
Region	326,360	121,072	6,721	$4,419

(1) Single family dwelling units.
(2) Multiple family dwelling units.
(3) Mobile homes, trailers, etc.
(4) Dollar Value of Owner-occupied dwelling units in millions of dollars.

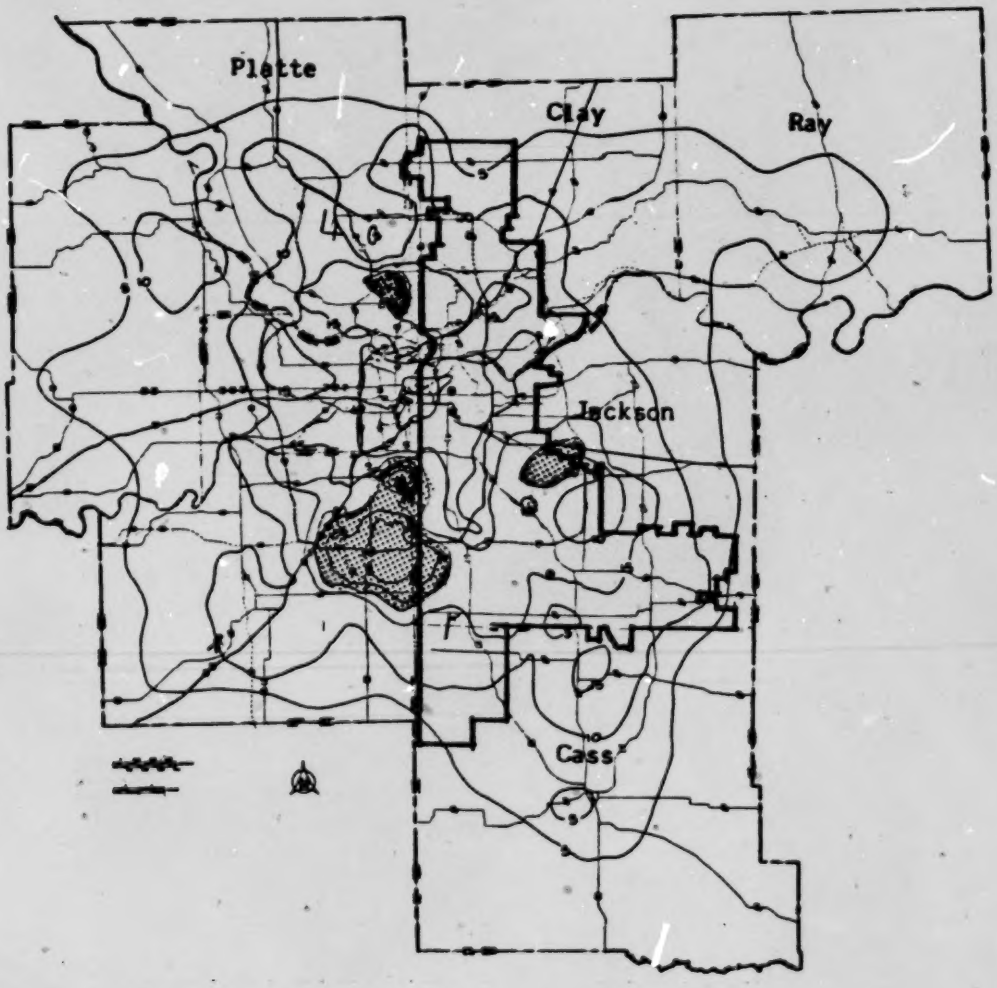
Table 7

SUMMARY OF PROPERTY VALUE

STATE County	Valuation	Square Miles	Valuation/ Sq.Mile	% of Region's Total Valuation
KANSAS	$1,069,826,920	1,094	$ 977,904	31
Johnson	643,900,145	476	1,352,731	19
Leavenworth	76,882,313	466	164,984	2
Wyandotte	349,044,462	152	2,296,345	10
MISSOURI	2,339,917,718	2,713	862,483	69
Cass	79,358,734	698	113,694	2
Clay	375,484,131	412	911,369	11
Jackson	1,752,568,065	603	2,906,415	52
Platte	94,779,680	427	221,966	3
Ray	37,727,108	573	65,841	1
REGION	$3,409,744,638	3,807	$ 895,651	100

Source: 1970 Census of Population.

FIGURE 3



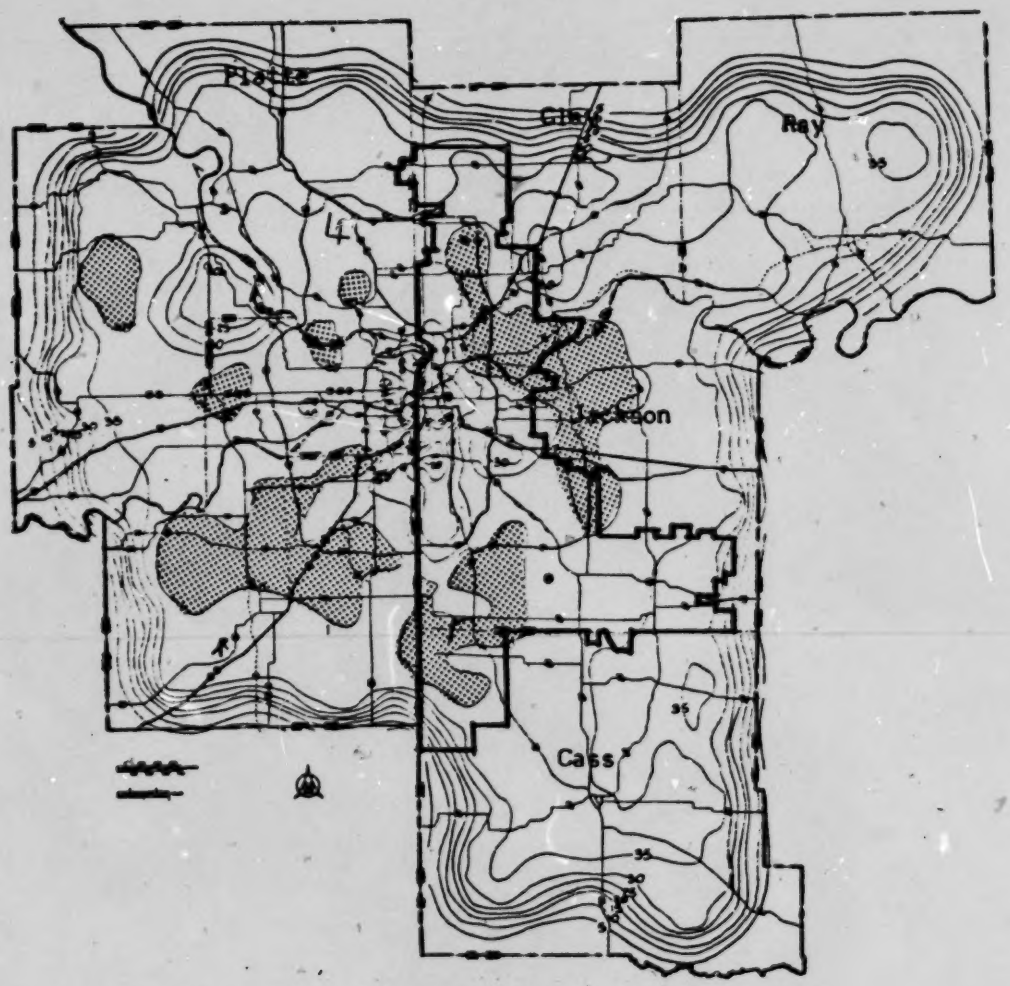
AVERAGE COST OF RESIDENTIAL STRUCTURES

AVERAGE COST OF
RESIDENTIAL STRUCTURES
(CONTOUR NUMBERS REPRESENT $1,000)

AVERAGE COST OF RESIDENTIAL STRUCTURES

Source: 1970 Census of Population.

FIGURE 4

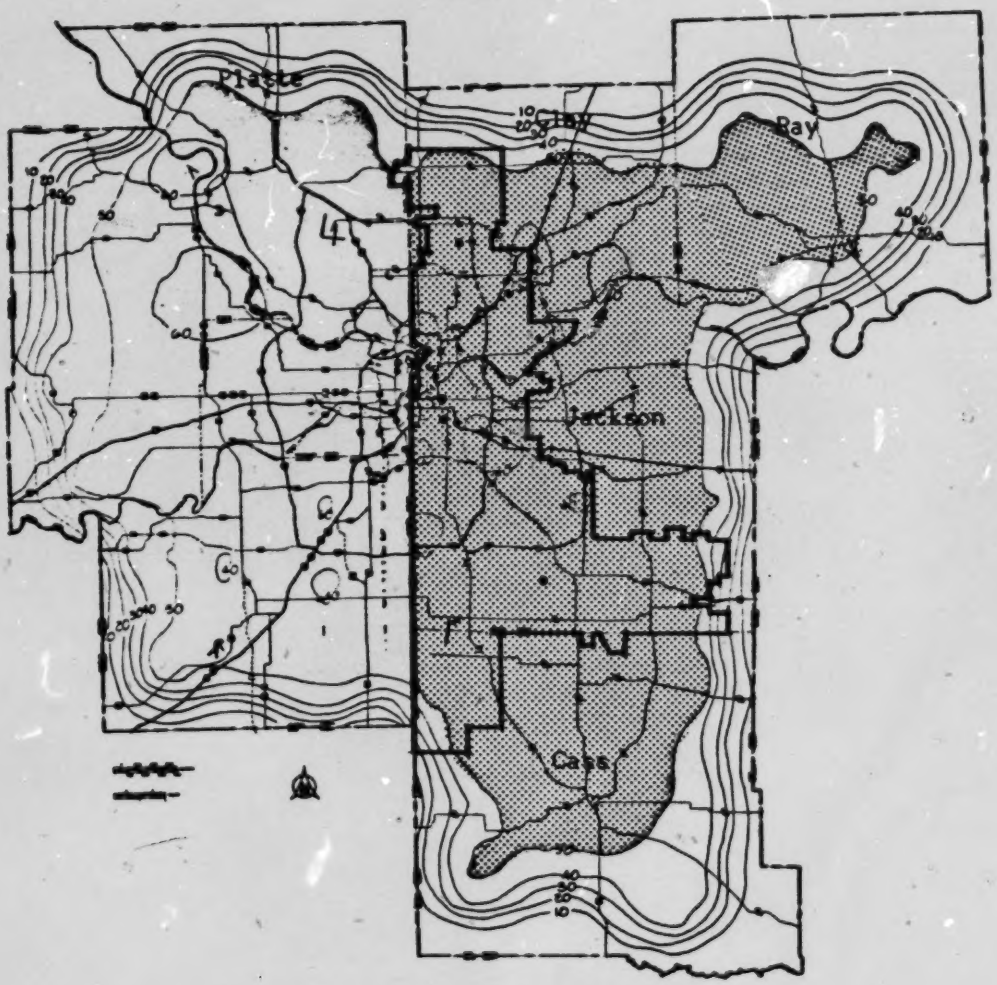


POPULATION: AGE 0-17

PERCENT POPULATION AGE 0-17
(CONTOUR INTERVALS ARE 5%)

Source: 1970 Census of Population.

FIGURE 5



POPULATION: AGE 18-64

PERCENT POPULATION AGE 18-64
(CONTOUR INTERVALS ARE 10%)

C. Population Age 65 and Over - Figure 6

There are three concentrations of retired persons.

1. John Knox Village and environs

2. The inner city stretching along State Line Road south through the Plaza

3. North and west of Maple Woods between Clay and Platte Counties

It should be remembered that in 1976 Missouri was ranked 6th among the 50 states in the number of retired persons living within its borders.

V. Population by Race

A. Density - Figure 7

Figure 7 geographically shows the greatest concentration of black population within our service area.

B. Characteristics by County

Table 8 shows 1970 census figures of major ethnic categories in the five county area.

86.2% White
13.2% Black
.2% American Indian
1.9% Spanish-Speaking
.4% Other

VI. Educational Characteristics

A. Categories

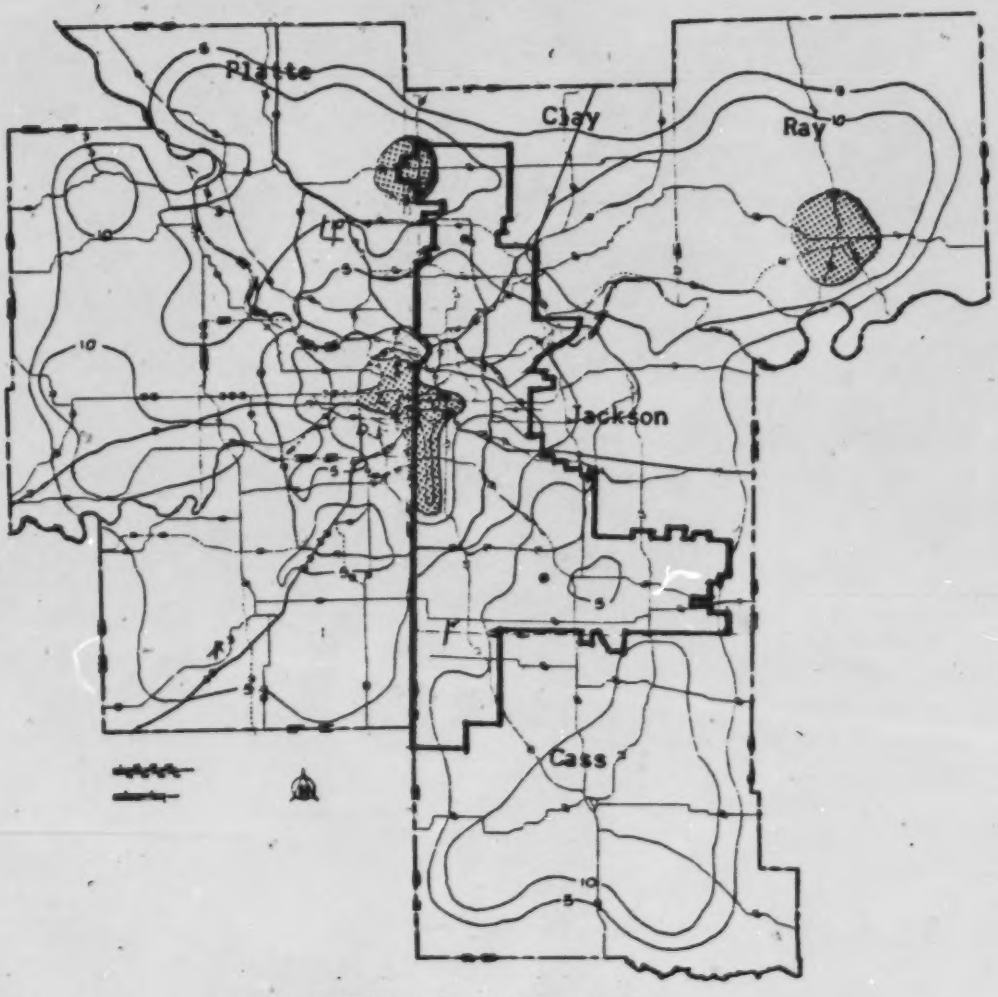
Table 9 analyzes the five county area by examining the population 25 years of age or older. The table breaks it down into the percentage of those who attended grade school, those who attended high school, and those who attended beyond high school.

B. Distribution

1. Figure 8 demonstrates the location of those concentrations of people who attended grade school only. It is no surprise to note the correlation between geographic areas associated with the disadvantaged as well as those areas most concerned with agriculture.

Source: 1970 Census of Population.

FIGURE 6

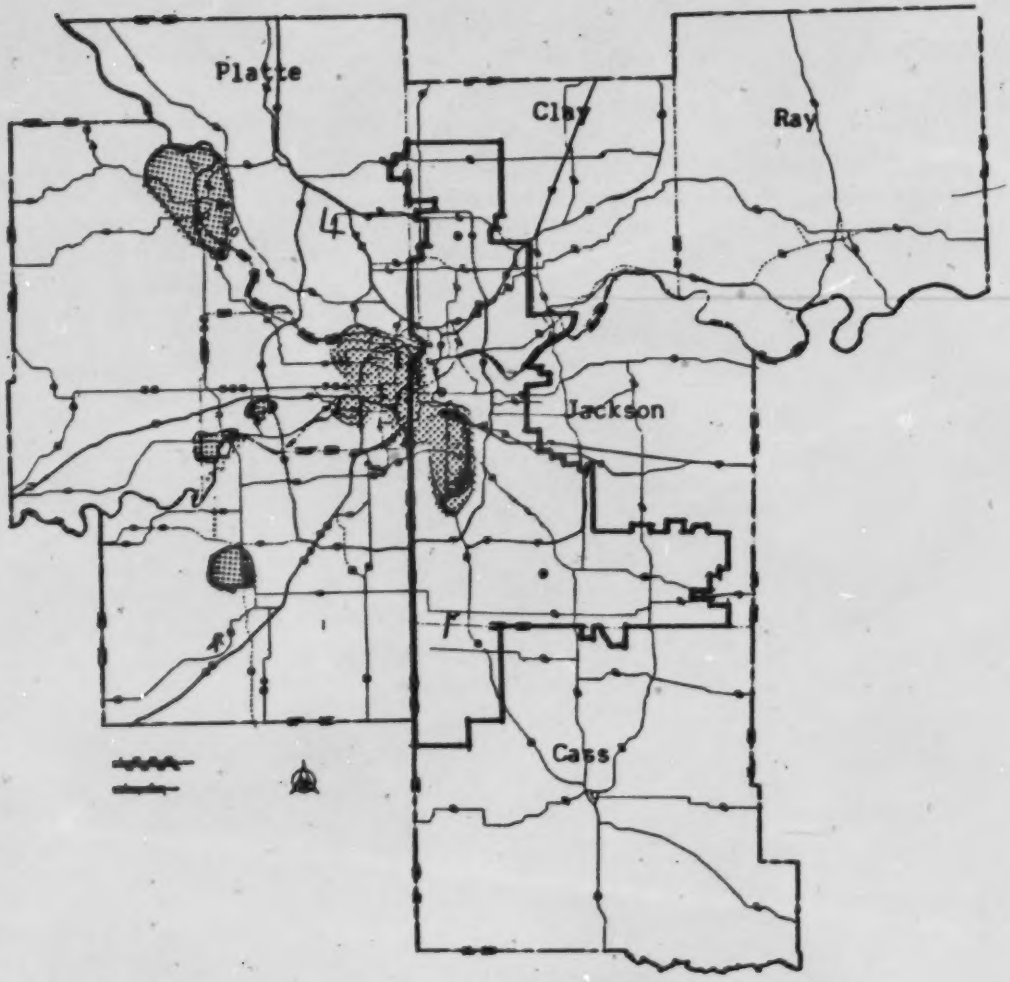


POPULATION: AGE 65 & OVER

PERCENT POPULATION AGE 65 & OVER
(CONTOUR INTERVALS ARE 5%)

Source: 1970 Census of Population.

FIGURE 7



BLACK POPULATION

PERCENT BLACK POPULATION
(CONTOUR INTERVALS 10%)

TABLE 8

POPULATION CHARACTERISTICS

State County	Total Population	White		Black		American Indian		All Other Races		Spanish Speaking[3]	
		Population	Percent of Total Population	Population	Percent of Total Population	Population	Percent of Total Population	Population	Percent of Total Population	Population	Percent of Total Population
Johnson	220,073[1]	218,237[2]	99.2	1,043[2]	0.5	272[2]	0.1	521[2]	0.2	3,088	1.4
Leavenworth	53,340	47,987	89.9	4,880	9.1	151	0.3	352	0.7	1,618	3.0
Wyandotte	186,845	148,876	80.2	35,707	19.1	481	0.3	781	0.4	5,672	3.0
Subtotal Kansas	460,258	416,100	90.4	41,630	9.0	904	0.2	1,654	0.4	10,388	2.3
Cass	38,448[1]	36,819	98.4	439	1.1	65	0.2	125	0.3	430	1.1
Clay	123,702[1]	122,370[2]	98.9	871[2]	0.7	198	0.2	265	0.2	1,486	1.2
Jackson	654,178	537,286[2]	82.2	112,902[2]	17.2	1,338[2]	0.2	2,752	0.4	14,321	2.2
Platte	32,081	31,751	98.9	215	0.7	81	0.2	94	0.2	226	0.7
Ray	17,589	17,206	97.7	357	2.0	27	0.2	9	0.1	22	0.1
Subtotal Missouri	867,008	747,432[2]	86.2	114,884[2]	13.2	1,677[2]	0.2	3,213[2]	0.4	16,485	1.9
Total KCMR	1,327,266	1,163,532[2]	87.6	156,294[2]	11.8	2,581[2]	0.2	4,869[2]	0.4	26,843	2.0

NOTES:

1. The Johnson County, Kansas, and Clay and Jackson Counties in Missouri total populations are the corrected 1970 census figures.
2. The additional 2411 in Johnson, 380 in Clay and 380 fewer in Jackson were distributed proportionately among these 4 racial groups.
3. The Spanish speaking column corresponds to census definition. Persons in this group also included in the racial categories.

TABLE 9

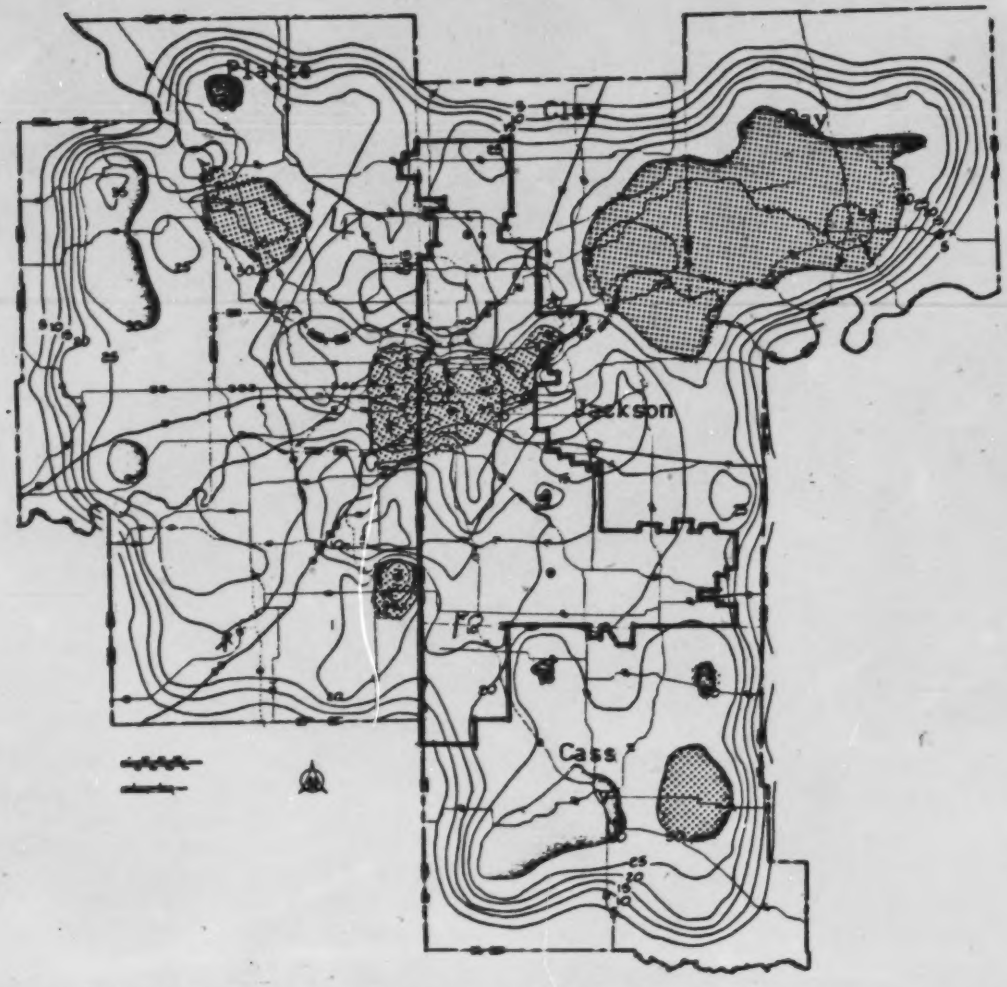
EDUCATION CHARACTERISTICS

STATE County	Population 25 and Over	Precent Attended			Median Education (Years)
		Grades 1-8	Grades 9-12	Beyond Grade 12	
KANSAS					
Johnson	117,866	9.5%	46.7%	43.5%	12.8
Leavenworth	29,343	27.2%	49.7%	22.4%	12.1
Wyandotte	99,383	30.0%	53.6%	15.3%	11.6
MISSOURI					
Cass	20,550	24.0%	59.1%	16.3%	12.2
Clay	64,979	18.4%	59.3%	21.8%	12.3
Jackson	365,250	23.1%	54.7%	21.3%	12.2
Platte	17,222	18.9%	54.6%	26.1%	12.4
Ray	10,282	33.4%	53.8%	12.2%	11.6
REGION	724,875	21.0%	53.0%	23.0%	12.2

Source: 1970 Census of Population

Source: 1970 Census of Population.

FIGURE 8



POPULATION WHICH HAS ATTENDED GRADE SCHOOL ONLY

PERCENT OF POPULATION
WHICH HAS ATTENDED GRADE SCHOOL ONLY
(CONTOUR INTERVALS ARE 5%)

2. Figure 9 shows the geographic locations of those who have attended college. There are interesting correlations between this group and income and property values.

VII. Occupations

This analysis is based upon the job market in 1970. People responding to the census questions established themselves in one of three major categories: farm and labor; blue collar occupations; and professional and manager occupations.

A. Farm and Labor Occupations

Figure 10 shows the surrounding farm communities as well as the labor category which seems to correspond with racial areas, educational levels, and income.

B. Blue Collar Occupations

Figure 11 shows interesting but complex pools of blue collar workers. One must assume that there is not necessarily correlation between the location of the residence and the place of business. Nor can we determine, through these preliminary graphics, the field of work in which the individual is engaged. It is only fair to assume that the mobility and affluence afforded to our so-called "blue collar work force" allows for upward social mobility through suburban living and that these pools are in fact designations of where a great deal of the dwelling development is taking place in the region. There is some correlation between these concentrations of blue collar occupations and the young age group 0-17 (Figure 4).

C. Professional and Manager Occupations

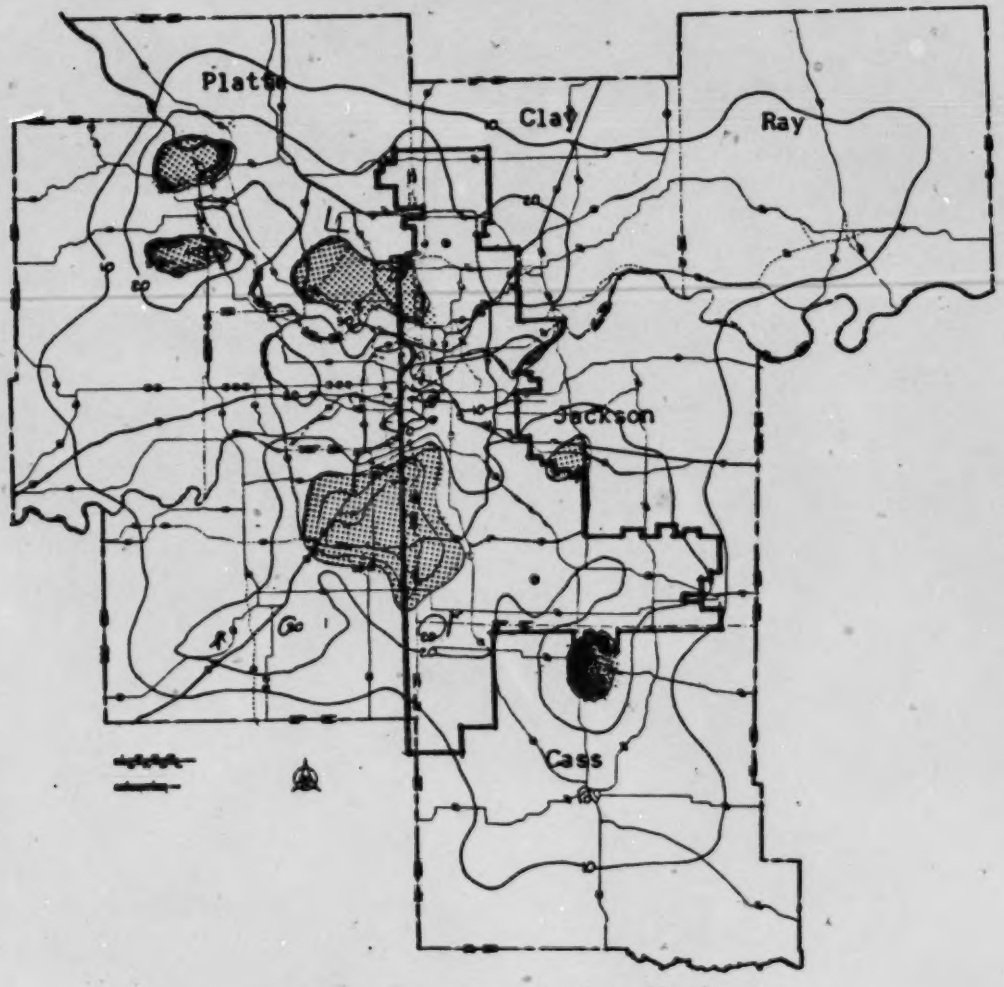
Figure 12 clearly shows that most of the professional and manager occupationally related people live in Kansas. There are significant concentrations of this category scattered throughout the service area, however, to mark it as a fairly well balanced community. There is, of course, correlation between Figure 12 and Figure 9 (those who have attended college).

VIII. Per Capita Income

It is difficult to draw conclusions from income studies. They are more often than not misleading and there is little direct connection between figures which show family income and the number of people within the household who are potential college students. Table 10 shows family income in four categories and translates those figures into per capita income by counties.

Source: 1970 Census of Population.

FIGURE 9

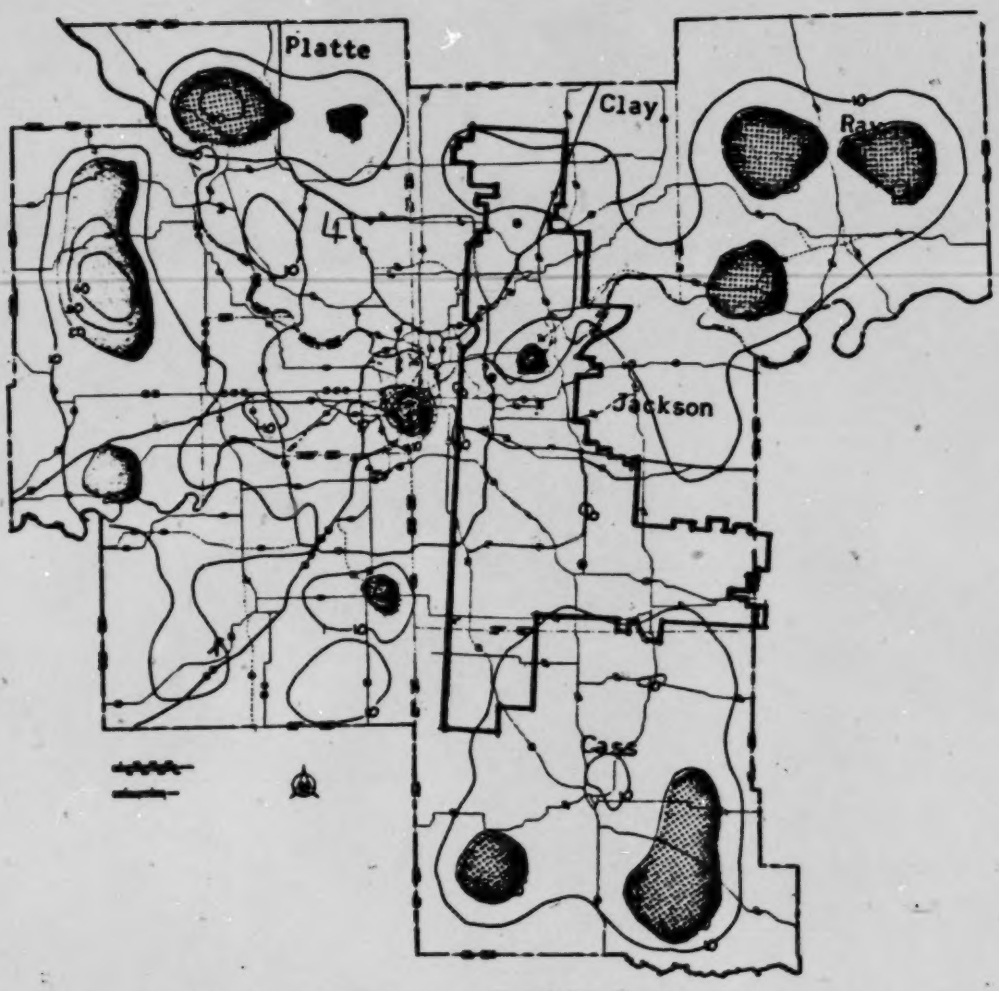


POPULATION WHICH HAS ATTENDED COLLEGE

PERCENT OF POPULATION
WHICH HAS ATTENDED COLLEGE
(CONTOUR INTERVALS ARE 10%)

Source: 1970 Census of Population.

FIGURE 10

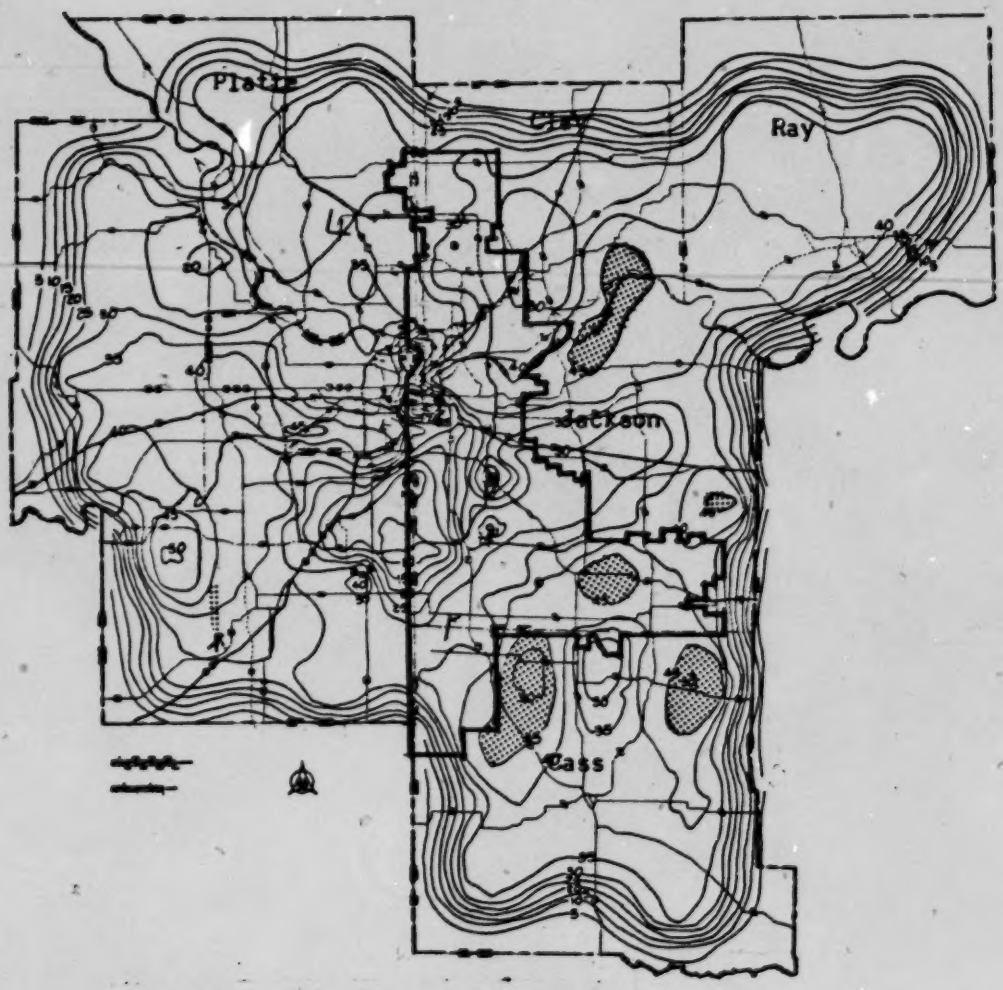


PERCENT FARM AND LABOR OCCUPATIONS

PERCENT FARM AND LABOR OCCUPATION CATEGORIES (CONTOUR INTERVALS ARE 10% OF TOTAL WORK FORCE)

Source: 1970 Census of Population.

FIGURE 11

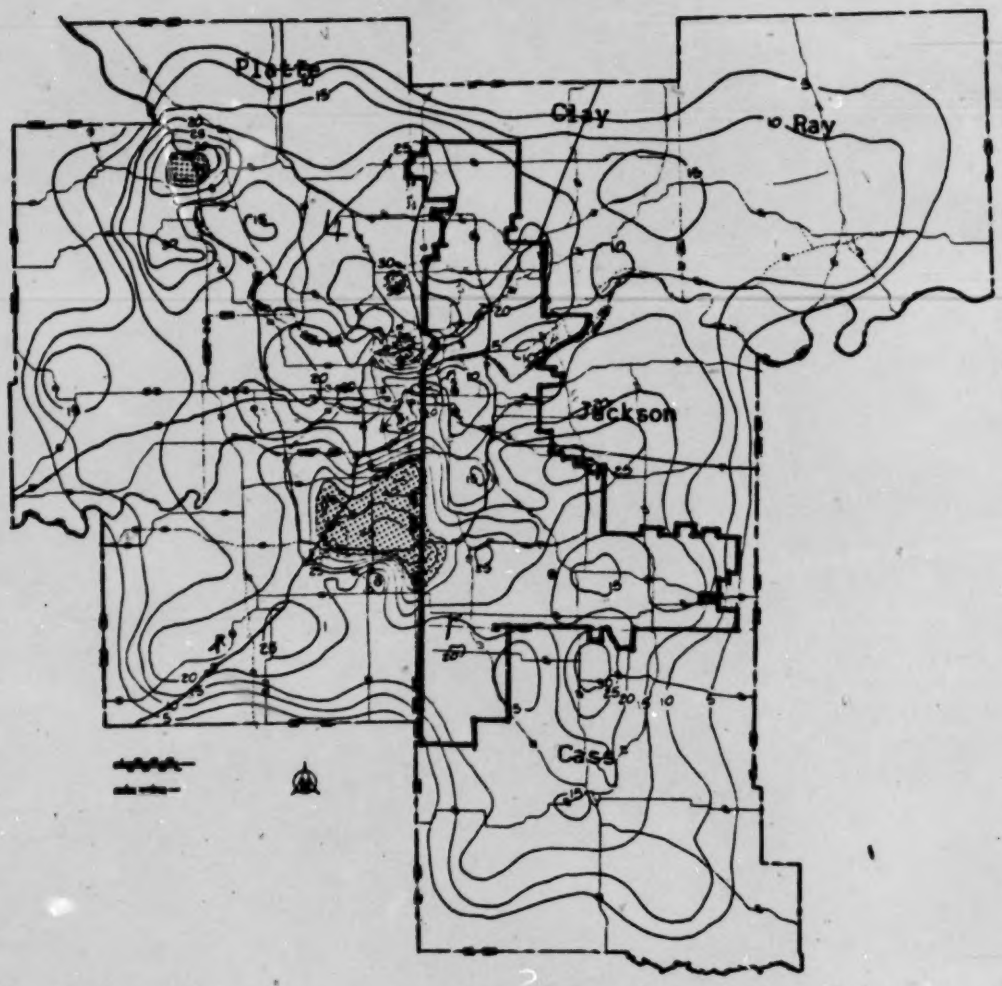


PERCENT BLUE COLLAR OCCUPATIONS

PERCENT BLUE COLLAR
OCCUPATION CATEGORY
(CONTOUR INTERVALS ARE 5%)

Source: 1970 Census of Population

FIGURE 12



PERCENT PROFESSIONAL AND MANAGER OCCUPATIONS

PERCENT PROFESSIONAL
AND MANAGER OCCUPATION CATEGORIES
(CONTOUR INTERVALS ARE 5%)

TABLE 10

INCOME DISTRIBUTION BY COUNTY

STATE County	$0-5,000	$5-10,000	$10-15,000	$15-25,000	Over $25,000	Per Capita
KANSAS						
Johnson	6.7%	21.5%	31.8%	28.0%	12.0%	$4,449
Leavenworth	18.1%	33.3%	31.0%	14.4%	3.2%	$2,734
Wyandotte	18.8%	37.9%	29.4%	12.0%	1.9%	$2,862
MISSOURI						
Cass	20.3%	41.6%	25.9%	10.4%	1.8%	$2,662
Clay	10.0%	30.9%	36.7%	19.2%	3.2%	$3,440
Jackson	16.4%	32.7%	30.5%	16.5%	3.9%	$2,333
Platte	12.0%	31.5%	30.7%	19.0%	6.8%	$3,673
Ray	24.4%	39.0%	25.2%	10.0%	1.4%	$2,635

Source: 1970 Census of Population

IX. Employment 1970-2025

A. Employment, Growth Rates and County Shares - 1970 through 2025

This is the most difficult projection of all to make. Table 11 is the net result of the combined thinking of several agencies, organizations and professional consultation. Even they, however, qualify the employment projections so much that the figures are, for the most part, intelligent guesses. It is important to note that the projections are predicted on a major industrial and technological solution to the problems of energy. In other words, given energy in approximately the same value as we presently receive it, and assuming that the costs of such energy are manageable, then the projections may be fairly accurate. These figures also assume a population growth, a steady investment in business growth, and finally, a stable national and international economy. These are all important qualifiers to 45-year projections. They are included because they represent the best thinking available to us at the present time.

B. Percentages of Jobs

Figure 13 represents a comparison of the year 2000 (refined concept) with employment categories of 1970.

Again, these categories, as represented in the year 2000, are dependent upon those variables cited in the narrative regarding Table 11, i.e., energy, population growth, investment in commerce, and a stable national and international economy.

X. The Overview

A. Youth, 18-21

In spite of all that has been done to minimize the cold fact that we as a nation are faced with a declining population of youth, the truth must be faced at last. Somehow, higher education, with a growing adult student body, seems to have missed the significance of the thousands of elementary school closings across the nation during the past decade. Beginning very soon we will see necessary consolidation of high schools and even the closing of secondary institutions.

Figure 14 illustrates graphically the peak of 18-21 year olds in the nation. We are just now experiencing the passing of this peak of the 18 year old high school senior. Beginning next year, the Metropolitan Community Colleges will face a steady decline (approximately 2% per year) of high school graduates.

Figure 15 shows the net effect nationally of the decline of the 18-21 year old. Missouri will lose between 11%-20% of this age category by 1985.

TABLE 11

THE REFINED CONCEPT: EMPLOYMENT, GROWTH RATES, RELATIVE SHARES, 1970-2025

County	1970	1980	2000	2025
Platte	10,389	34,510	76,250	125,103
Relative Share (%)	1.8	5.0	8.1	10.1
Growth rate (%)		232.2	121.0	64.1
Clay	45,860	67,232	99,602	163,312
Relative Share (%)	8.1	9.7	10.6	13.2
Growth rate (%)		46.6	48.1	64.0
Jackson	354,030	399,919	476,724	499,270
Relative Share (%)	62.5	57.5	50.8	40.5
Growth rate (%)		13.0	19.2	4.7
Cass	6,941	7,627	12,018	47,311
Relative Share (%)	1.2	1.1	1.3	3.8
Growth rate (%)		9.4	57.6	293.7
Ray	3,632	4,019	5,383	11,983
Relative Share (%)	0.6	0.6	0.6	1.0
Growth rate (%)		10.7	33.9	122.6

Note: Relative share is based on KCMR, eight Counties

A recent report made by NBC states that the median age in the United States is now 30, i.e., half of the total population is over 30 and half is under 30. This is not an even distribution, however, in age categories. For instance, there are far more persons in the 25-30 category than in the 15-20 group.

B. Adults

Since the agricultural and industrial revolutions, it has been common practice to think of adults as being the main work force of the nation. The terms "adult" and "work" have been synonymous with that period of life when one stops learning and starts working. For various reasons, most relating to technological advances, this attitude has changed. The interesting part of this phenomenon is that most adults (25-72) favor the changes and have easily slipped into a posture of continuing education. The term "lifelong learning" is being used widely during the latter part of this decade and, in 1976, seventeen million adults were enrolled in higher education activity.

The National Center for Educational Statistics reported enrollment in the following categories during 1976.

1.	Occupational Training	57.3%
2.	General Education	24.8%
3.	Social/Recreational Courses	12.0%
4.	Personal/Family Living	11.7%
5.	Community Issues	11.5%

These millions of adults are not merely enrolled because of the job market. Many are engaged in personal development activities which have implications for community colleges.

In the fall of 1977, the Gallup Poll surveyed adults with the following results:

1. Why would you want to return to school?

a.	Personal improvement	49%
b.	To earn a bachelor's degree	4%
c.	Move up in present job	17%
d.	Change jobs	11%
e.	Miscellaneous reasons	29%

2. What kind of school would you most likely attend?

a.	Four-year college	25%
b.	Community college	21%
c.	Vocational-technical school	27%
d.	High school	10%
e.	Undecided/other	17%

3. What do you think of community colleges?

a.	Good quality, low cost	39%
b.	Low cost, poor quality	20%
c.	Good quality, high cost	12%
d.	High cost, poor quality	9%
e.	No opinion	20%

4. What is the primary function of the community college?

a.	Preliminary academic training	45%
b.	Voc-tech training	22%
c.	Community services	14%
d.	Do not know	19%

Thus we see that attitudes regarding the general image of community colleges are widely diverse in the national sample. It is safe to assume that adults who are outside the influence of higher education are subject to a wide variety of misconceptions concerning the roles of institutions, but we need also note that the community college, as a factor in higher education, is recognized by adults as a potential influence in their lives.

Much work has been done in the past decade in regards to the appropriate role for colleges in developing programs for the educationally "born again" adult. Perhaps the most productive work in this field has been done by Dr. Vivian McCoy, Director, Adult Life Resource Center, Division of Continuing Education, University of Kansas. Dr. McCoy, using the Havighurst model of developmental tasks (1950), has developed age categories, desired outcomes and attendant programatic responses to meet these desired objectives (Table 12). Her work has gained national attention because of the new needs of such a vast clientele, i.e., the large number of adults presently seeking additional education through community colleges and four-year colleges and universities (AACJC Journal, May, 1978).

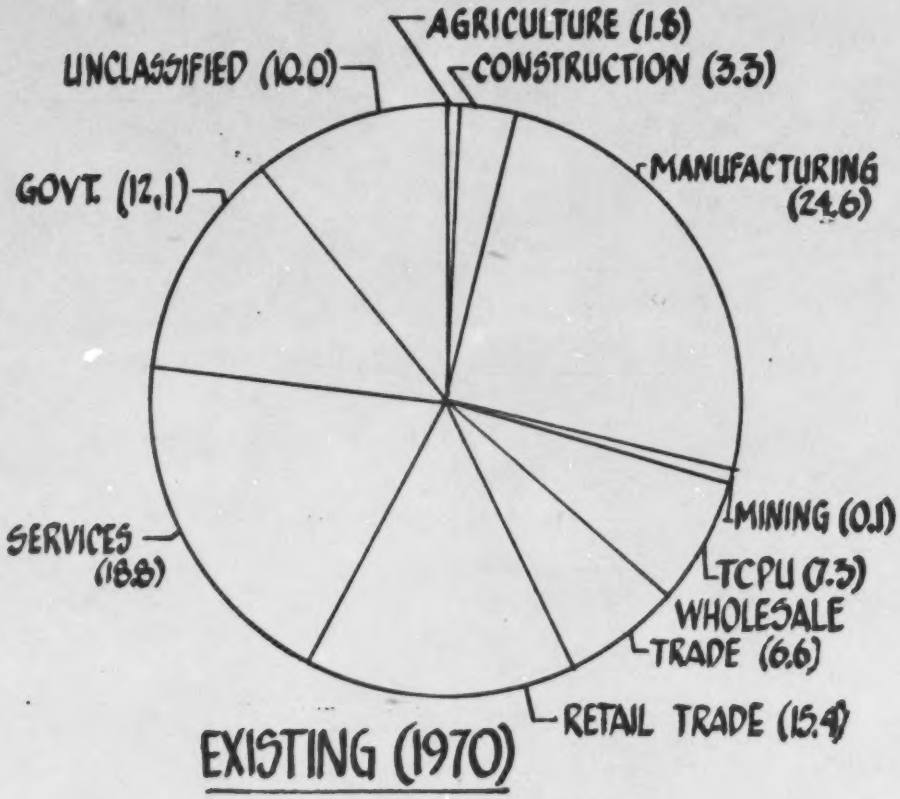
While visiting with our faculty this spring, Dr. Harold Hodgkinson mentioned an important finding in the work of Hyman, Wright and Reed, The Enduring Effects of Education, University of Chicago Press, 1975. These gentlemen sampled 80,000 adults between the ages of 25 and 72 asking general knowledge over 250 test items. One conclusion which was reported was the following:

> "There is an increment of every kind of knowledge with each step up the educational ladder that is preserved no matter how old the individuals."

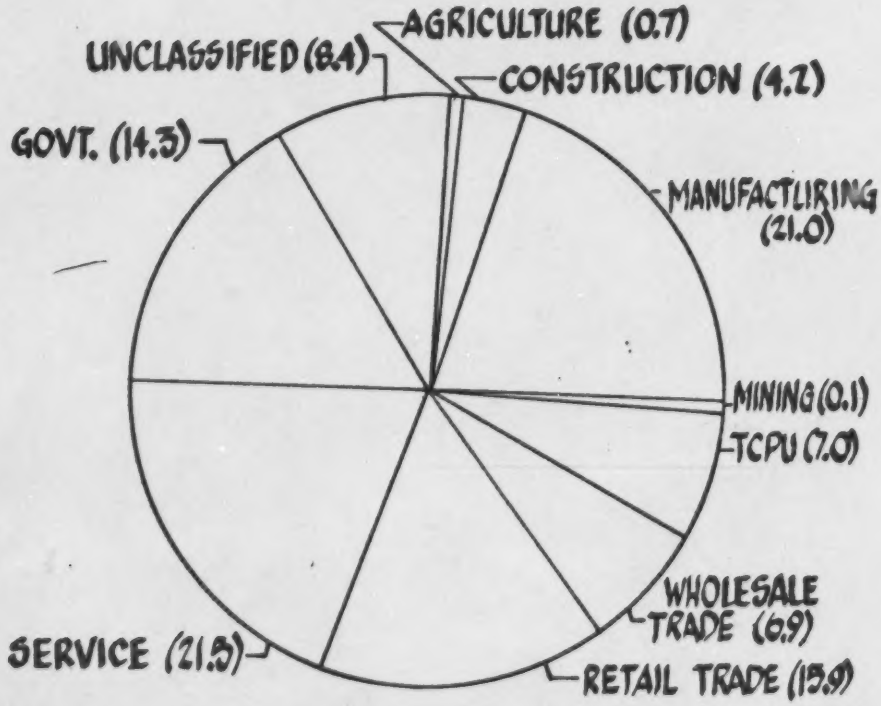
This would suggest that a beneficial challenge is present for the community college which seeks to deal with the adult mind.

FIGURE 13

PERCENTAGE OF JOBS IN EACH EMPLOYMENT CATEGORY 1970 AND 2000



EXISTING (1970)

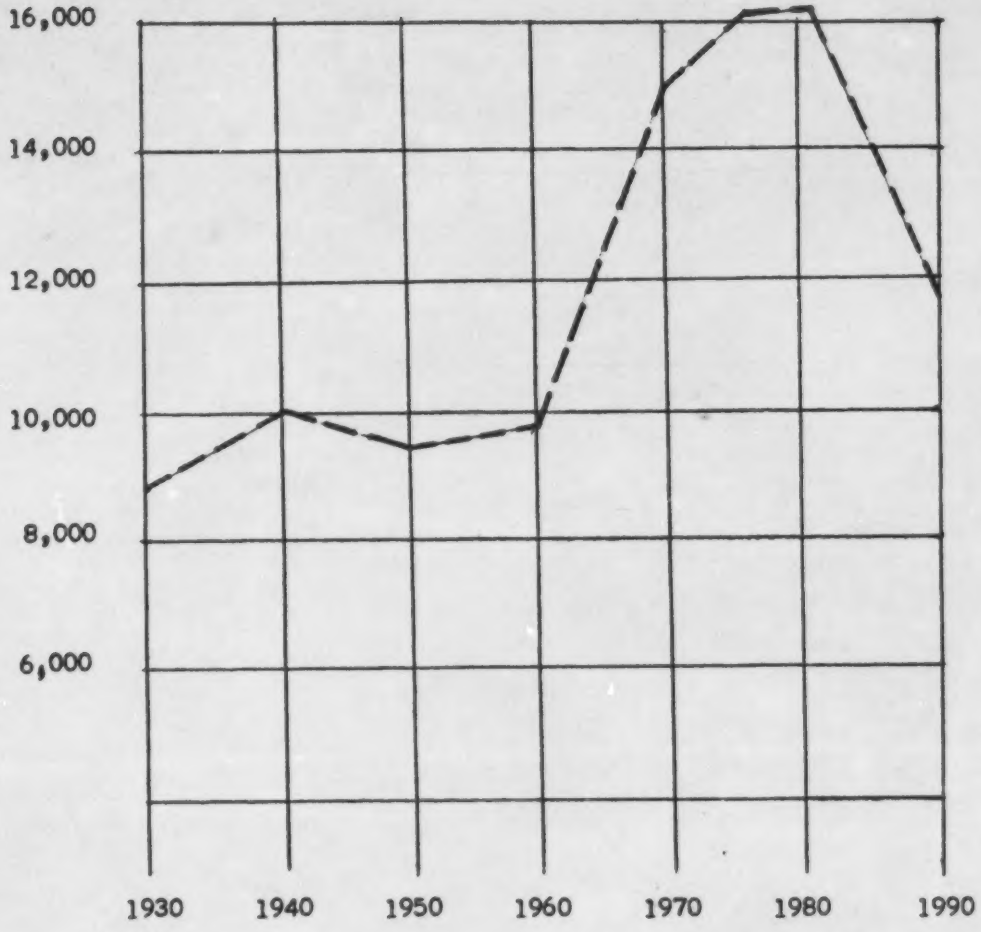


YEAR 2000

TABLE 12 WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

FIGURE 14

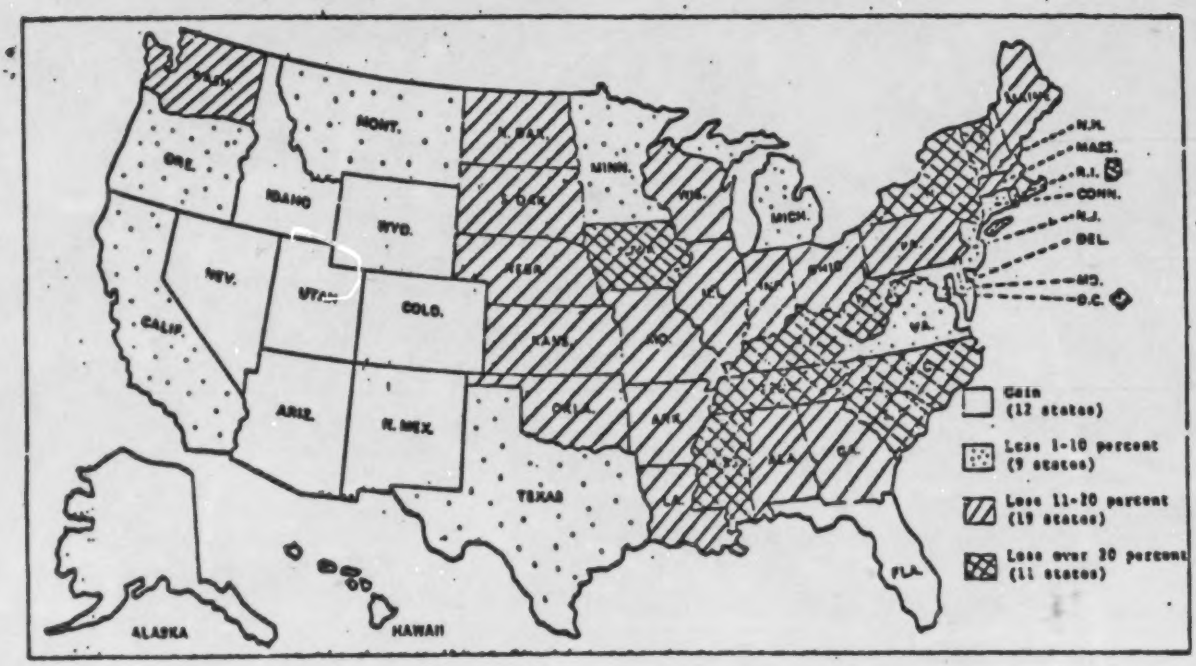
PERSONS 18 - 21 YEARS OLD (IN THOUSANDS)



Bureau of Census, 1973

FIGURE 15

PROJECTED CHANGES IN THE 18 YEAR OLD POPULATION 1975-1985



Note: These are projected changes in the number of 18 year olds in the 1985 population compared with the 1975 figure. At the National level there are expected to be 12 percent fewer 18 year olds in 1985 than in 1975.

SOURCE: Policy Analysis Service, American Council on Education based on U.S. Bureau of the Census, Current Population Reports, p. 25 Series.

Chapter II

MARKETING OBJECTIVES, ISSUES AND QUESTIONS

I. Objectives

In the research design agreed to by the Task Force on Marketing/ Research, two major objectives for the study were delineated.

A. Objective I

To increase enrollment through improved and/or expanded program development.

B. Objective II

To improve the Metropolitan Community Colleges as a two-year public institution and thereby improve its public image as a means of increased enrollment.

These objectives set the framework for the collection of data and became the constant against which emerged a number of issues and questions to be considered. It is not enough to merely say we will increase enrollment through improved and/or expanded program development. Careful consideration must be given to the fabric of the institution and the community which it serves when we speak of any kind of program development.

Marketing can easily lead to changes in the philosophy, mission and goals of the institution. Priorities can change, all aspects of the operational plan be effected, and in the final analysis, the classroom itself can be altered in the name of increased enrollment. Therefore, as the work of the task force proceeded, the objectives influenced the consideration of educational issues and questions which surfaced as strategies for enrollment increases were discussed.

II. Educational Issues

A. Adults, Non-Students

Perhaps the most basic issue of marketing in the MCC District is how to handle the large adult population. As we have seen from the demographic information, there is a large population bulge of late 20 to early 30 year olds which comprise a viable marketable age category. If we are to make a greater effort in the future to attract enrollment from this and other adult groups, we must be prepared to consider the changes in our

institution which this influx could bring about. This issue of the older student raises some interesting and provocative questions. Remembering, of course, that we already respond to part of this group as is evidenced in our student characteristics studies.

Questions

1. Can we successfully deliver a variety of programs which will attract and hold our older clientele?

   a. This implies meeting the expectations and preferences of a student who is perhaps underprepared, unsure of his motivation, confused about his own objectives, and not prone to rigid curriculum requirements. (He has been out of school for some time.)

   b. This also means meeting the needs of the student who is prepared, but who is already a part of the work force, and who needs additional or new vocational training. For this student, we must consider the incorporation of competency based education and a serious structure for the granting of credit for non-classroom learning.

2. Can we actually design and implement class schedules for the part-time student?

   a. This question has implications for our own schedules. Are we prepared to carry out the bulk of our teaching in the evenings, on Saturday or weekends. Can we finally deliver the needed anscillary services to part-time students at times more convenient to them?

   b. Offerings to an older student not only must be conveniently scheduled, but the issue of location and facility must also be dealt with. Can our District, through the role of the colleges concept, master a network of high quality community based locations designed for instruction?

3. Can we improve teaching and at the same time deliver a wider variety of learning options?

   a. This expectation on the part of the adult learner will lead us into modular instructional packages, management study, wider use of CLEP, credit through television, and other variations of learning.

   b. We must be prepared to better understand the wide variety of adult learning style preferences and adult developmental tasks.

4. Can we adapt to the possible need to use more local resources in meeting teaching requirements?

   a. If we were to become more diverse in both scheduling and in specific vocational training activities, it is likely that we would need and use more part-time community teachers. Since quality is paramount, the monitoring and divisional/departmental control would need to be expanded and implemented.

B. Present Students

Our students are our consumers and as such must be recognized as the primary evaluator of the effectiveness of our teaching efforts. The District has and is conducting intensive and accurate assessments of student, university and employer satisfaction with the MCC learning experience. We are all gravely and constantly concerned with this aspect of our job. We want to do an excellent job of teaching and we work on this all of the time.

There are facets of evaluation, however, which are sometimes overlooked. For various reasons, many having nothing to do with the quality of instruction, there were 9,300 "W" grades issued in the colleges of the MCC during the fall of 1977. According to national statistics, this is not an excessive number of students who did not complete a particular course. The problem of student withdrawal has been not only constant during the past 20 years, but there are those who proclaim that the rate is consistent with the exploratory rate of the community college in our society.

However, the issue, now that we are faced with a buyer's market, becomes more critical. In the past we could virtually ignore the fact that we had a large number of "fluid" students. Many of them went to other classes, some returned, many never did. If there was a loss it was replenished easily from the number of incoming students, and if we could keep them long enough to generate state aid, there was no financial loss and we gave only passing concern over a possible net loss in enrollment.

Questions

1. Are we willing and able to study means by which we can minimize large student turnover and dropout rates?

   a. Better methods need to be devised by which we can increase our overall holding power over students.

2. Are we willing to recognize and respond to the explicit messages of our own student characteristics studies?

a. We are growing in the area of part-time women students. Do we know what they are taking and why? What are their specific needs and preferences?

b. In two years (1975-77), we have increased by 15% our part-time students. The full reasons for this increase must be understood in order for us to more effectively hold the student.

c. In one year (1976-77), we have increased minority enrollment by almost 10% District-wide. There are enormous counseling and programatic implications here. Non-instructional services, diagnostic testing and placement must be studied and improved operationally.

d. Student transportation should be understood as patterns in the energy crisis emerge. The "community college" concept may need to be altered and we should be ready for it.

3. Are we prepared to conduct a more meaningful recruitment of high school students in the face of a declining clientele?

4. Are we willing to provide some learning options to our students in order to give the part-time person an opportunity to carry an additional study program?

a. Options include television, courses by newspaper and more independent study. These options will require the careful monitoring of standards and extensive curriculum evaluation.

b. Is the concept of credit for experiential learning viable with our students? Can we master competency based education with those who are already attracted to our institutions?

III. Competition

There is no question but that the Metropolitan Community Colleges exist in an arena of competition not only with other institutions of higher education but with many non-collegiate postsecondary schools offering occupational programs. To discount this competition is to not understand the canabalistic nature of the present educational environment.

KCRCHE is made up of 22 full member institutions of higher education and most compete with one another in some phase of lower division instruction. In addition, there are numerous non-collegiate training schools in the area which practice marketing and promotional techniques with great skill and energy. Everyone is in the student financial aid game leaving only image, reputation, program extent and schedule convenience as the only remaining major recruitment tools.

A. Non-Collegiate Competition

The National Center for Educational Statistics reported that in 1975-76 there were 1,729,000 students enrolled in non-collegiate postsecondary schools offering occupational programs. This is astonishing when one realizes that for the most part these are private and very expensive schools. Of this nearly 2 million student body, nearly one-half million were enrolled in vocational-technical programs and 325,000 were taking business and office skills courses.

These schools, as well as the collegiate institutions in the area, are real competitors. Some of our small four-year private colleges in the Kansas City region are very skilled and successful in marketing techniques and will present an increased problem as they too face enrollment decisions and escalating costs.

B. Minorities

There is growing evidence that as the emerging black middle class seeks traditional values of upward mobility, they are turning to more elite instructions which enjoy reputations for rigid academic standards. A recent publication, Profile of Enrollments in Historically Black Colleges, reports that in the fall of 1977, private colleges, exclusive of the graduate and professional schools, reported an increase in enrollment of 18.8%. Public institutions, at the same time, showed a decrease of 5.3% enrollment.

The report stated:

> "Discernible demographic trends in the black population seem to set the stage for continued growth in total enrollments in the future," the report states. "For example, the net growth rate for blacks from 1960 to 1975 exceeds that for the white population and the nation as a whole, although the rate for each category has been declining steadily. Moreover, cumulative percentage increases in the college-age cohorts of the black population promise continued expansion of the numbers of blacks who will be available for college through 1985..."

Although this possible trend is identified nationally, local black leaders support the hypothesis that while there will be an increased interest in the black community in higher education, a growing disproportionate share of the better prepared black student will seek enrollment in four-year private institutions. If this phenomenon is true, there are programatic and recruiting implications for the Metropolitan Community Colleges in the arena of stiff competition.

Questions

1. Are we prepared to compete actively?

   a. A major financial commitment will need to be made (just as it is done among our competitors) if we are to succeed.

IV. Survival

Dr. Harold Hodgkinson insists that for a community college to survive in this new world of competition, it must:

1. attract all age groups;
2. schedule for part-time students;
3. have an urban base of population;
4. reduce dependence upon tuition;
5. operate at or near capacity;
6. market for women and minorities;
7. have a flexible instructional staff;
8. develop "life span curriculum";
9. make use of local resources;
10. provide non-instructional services.

He also points out that there are classic and valuable standards which have grown out of the professionalization of the community colleges faculty in the 1940's. These standards are important to our reputation for excellence and great care must be taken to insure their promotion and continuance. The basic ingredient to successful competition is image and reputation. He states that a college will survive if:

1. it has a clearly focused mission;
2. it has programs which reflect the mission and "add up to it";
3. it has some limit to student diversity;
4. it cooperates with other institutions;
5. it is cost effective;
6. it has dispersed leadership patterns (trustees, faculty, students, administration, others);
7. it has standards of performance plus a variety of ways of meeting and preparing for standard structure.

There can be little doubt that the Metropolitan Community Colleges must either change or reduce its mission and subsequently reduce its effort. There is a "super question" which overrides all others. This question is:

> Given the history, the tradition, and attitudes of the community, can and should the Metropolitan Community Colleges change?

Lloyd Averill, President of KCRCHE, speaking at a meeting of the Organization Board of Directors in May, quoted the educational philosopher Warren Martin,

"Let those who must, despair; Let those who will, begin again."

Chapter III

PROCEDURES

I. Some procedural changes were made in the original study design as the work of the task force unfolded. Some new directions were taken as the constraints of time and staff support became obvious to those of us charged with the marketing project. The original design called for a survey of the following general groups:

present students

non-students in the service area

The first group survey of our present students is under way and has been set up as an ongoing process. Dr. Brainard and Dr. Ommen have extended their own research work to make student analysis usable for marketing purposes and plan to make it a continuous process of the Division of Planning and Development.

It had been intended to survey the non-student by questioning community leaders and randomly selected members of the community at large. This plan was modified in such a way as to give us needed information regarding potential marketing practices. We have surveyed the following groups:

selected employees and agencies

area secondary educators

our own employees

In addition, we have done a random sample (in-depth interview of a population sample) and have proposed a plan for the minority community as a separate consideration. This minority plan was done separately because of the special needs of this potential clientele.

While our directions may have become more specific, we feel that these groups represent the best informants as to perception and preference. Time, of course, is the most critical element and we hasten to emphasize that this status report is the beginning of what should become an ongoing process.

A. Employers and Agencies

1. Selection

Beginning with the District off-campus master activity list, each college was asked to identify a contact person with whom the college worked in setting up an activity.

This basic list (450 companies and agencies) was expanded by using the updated supplemental mailing lists maintained by Pioneer, Maple Woods, and Longview. In all, 943 employers were identified. Dr. Zelema Harris volunteered her mailing list of 183 additional employers and mailing labels were prepared for 1,106 various employers in the metropolitan region. Care was taken to be sure that geographically most, if not all, areas were represented in the mailing. In addition, attention was given to the categories of employment, i.e., agriculture, construction, manufacturing, mining, TCPU, wholesale trades, retail trades, service, government and others.

Since time was such a critical factor, we were not permitted the luxury of a "trial run" on our questionnaire, therefore, with the help of NCHEMS (National Center for Education Management Systems) we incorporated, in part, a questionnaire which they had developed with three community colleges which are involved in a pilot community impact study. Valencia Community College in Florida, Eastfield College in Mesquite, Texas, and Kalamazoo Valley Community College in Michigan are the colleges in the pilot study. Our questionnaires were printed, mailed, and are in the process of being returned (Appendix). For the purposes of this status report, a cut-off date of June 2 was agreed upon for incoming responses. An additional set of mailing labels was prepared to be used in a follow-up to the original mailing.

B. Secondary Educators

A survey which emphasizes perception and service awareness was prepared and mailed to selected (20 from each school) high school administrators, counselors and teachers of all high schools within the district exclusive of the Kansas City school system. We were able to obtain a printout of all professional personnel of the high schools in the Kansas City system and since this system contains not only the largest single high school enrollment but is the most critical to Penn Valley and Pioneer, we mailed a questionnaire to all 682 administrators, counselors, and teachers in the system.

Again, we were helped in this process through the assistance of NCHEMS. A total of 862 questionnaires were mailed to local high school educators.

C. MCC Employees

Although there was some controversy concerning a survey of our own employees, the task force thought it important enough to the future of marketing to measure attitudes of our own people. 619 questionnaires were sent to the college presidents and to the Administrative Center. There were some minor distribution

problems but returns are coming in at a steady rate. Care was taken not to encourage complaints or the registration of disatisfaction toward administration but it was deemed important to generate a "feel" for the overall attitude of our people. If we are to succeed in marketing, we cannot do so without the help and support of our own employees. The survey should show us whether or not the MCC employee supports the notion of active marketing strategies.

No attempt was made to gather course preference information from the employees. The Institute for Human Development, under Dr. Moten, has done and is doing an ongoing assessment study of MCC needs.

D. Summary

In the above three categories, there were a total of 2,607 survey instruments distributed with a follow-up system projected for the employer/agency group. Experience has shown that most individuals will not respond to a survey system which they suspect will identify them. A simple coding letter was put on each return envelope from the Kansas City schools so that we could compare results within the system and a number of people erased, mutilated or actually cut the code number off the envelope to keep us from identifying our code. As you can tell from the survey in the Appendix, nothing in the questionnaire could possibly indict the individual but the fear is still there. The decision was made not to attempt a follow-up of individuals who did not return the survey, i.e., educators and MCC employees.

Analysis

June 15, 1978

Note:

The mailing of survey instruments was begun on May 12. To give time for computer programming, keypunching, and analysis, June 2 was selected as the "cut-off" date for computer input. Consequently, as of June 2, the surveys returned and included in the status report constitute a fairly small proportion of the questionnaires to be included in the final research study. The following indicate the percentage of returns included in this report:

Employers	13%
Educators	27%
MCC Employees	30%

A follow-up mailing is planned for the employer group although an additional two percent responses have come in since the cut-off date. Likewise, four percent additional surveys have been returned by the educators. A distribution delay was experienced in one of the colleges so that a large number of faculty responses are yet to be included.

It is interesting to note that while the data cannot be considered as significant because of the less than satisfactory number of responses received prior to the cut-off date, there is considered to be a reliability factor at work which will probably "hold up" through the later returns. Early analysis of returns indicated trends in responses and these trends continued as subsequent responses were tallied. It is unlikely, because of the wide base used in the sampling, that there will be any change in the basic conclusions reached through data analysis. This is an assumption, however, and it could be subject to revision once all of the data is tabulated.

Chapter IV

ANALYSIS

I. Survey of Employers

A. General

One thousand one hundred six survey questionnaires were mailed to employers in the Kansas City area. For the most part these businesses, agencies, and organizations were previously known to us in that we had either worked with them in providing some type of service, usually instructional, or they were the known employers of former students of MCC.

We were interested in four things:

1. What are the perceptions of our services?
2. How does the employer evaluate our services?
3. What are some of the characteristics of the employer?
4. Is the employer interested in a continuing relationship with MCC?

B. Specifics

1. We stated the 14 goals (Master Plan 1977-78) of the MCC and asked each employer to rate each goal as to how well the responder felt the MCC was achieving its objectives.

   a. Of the 14 items specified, eight were rated by the employer as either "having no knowledge of" or as "less than adequate." These items were:

      (1) Counseling services
      (2) Developmental education
      (3) Programs of social, cultural, and recreational
      (4) Occupational placement
      (5) Transfer assistance
      (6) Admission assistance
      (7) Health information/services
      (8) Financial assistance

b. The remaining six goals were rated as "adequate," "More than adequate," or "excellent." These items were:

(1) Educational opportunity for all citizens
(2) Transfer education courses
(3) Occupational education
(4) Continuing education for employers
(5) Community services programs
(6) Cooperation with other agencies.

2. Eighty-one percent felt that the MCC were doing an adequate or better job in serving the community.

3. Twenty-four percent felt that there were educational needs of the community which were not now being met by the MCC.

4. A matrix question was asked concerning awareness, use, and satisfaction with services (see data detail).

5. Seventy-seven percent of the employers indicated that they had employees who had received training through the MCC.

6. Eighty-four percent rated the training as adequate or better.

7. Forty-nine percent indicated that the MCC could offer services needed by their employees.

8. The employers responding indicated the following:

Full-time employees	65,938
Part-time employees	4,898

9. Eighty-three percent of the employers have been in the Kansas City area eleven years or more. Seventy percent of this total have been located here twenty-one years or more.

10. Although some of the employers did not choose to respond to the question of organizational category, most did. (See data detail in relation to employment categories, Chapter I, Figure 13).

11. Sixty-two percent of the respondents said yes to the question concerning future contact with MCC.

C. Important Points

1. Most employers with whom we work are aware of only some of our services and objectives.

2. Most employers believe that we are doing a satisfactory job in the community and in our training programs.

3. Over 70,000 employees are represented in the survey. These employees are well established in the community.

4. The majority seek additional contact with us.

II. Survey of Educators (High School Administrators, Teachers, Counselors)

A. General

Eight hundred sixty-two high school educators were surveyed--twenty from each school north and south (180) and all professional personnel of the Kansas City School System (682). The purpose of the survey was to determine the following:

1. Area high school educators' perceptions of how well we are meeting our educational objectives.

2. Secondary educators' feelings about community colleges in general.

3. Educators' evaluation and awareness of our programs.

4. Educators' evaluation of our effectiveness with students and with the community.

5. Some general information about the high school educators themselves.

B. Specific

1. Only seven percent of the respondents felt that we were not achieving our goal. Forty percent believe we are doing a more than satisfactory or excellent job in achieving our mission statement.

2. Only twenty-seven percent of the educators felt that the MCC had not met educational needs in the Kansas City community.

3. Thirty-nine percent of the high school sample have themselves attended a community college as a student.

4. A philosophic question to determine general perceptions about the role and reputation of the community college was asked with the following results:

   a. Fifty-four percent agreed that a four-year college is better academically than a community college (thirty-five percent of this total agreed with some reservation).

   b. Eighty-five percent do not believe that a community college merely turns out "technicians" who are not well-rounded people.

   c. Fifty-seven percent do not agree that four-year colleges are harder than community colleges.

   d. Seventy-six percent believe community college teachers are as well qualified as their counterparts in the university or four-year college.

5. We asked how much the respondent knew about each of our colleges (see data detail).

6. We asked them to rate the colleges individually as to the reputation of their programs. (See data detail)

7. General ratings were asked for with the following results:

   a. Fifty-six percent believe our academic reputation to be good or excellent.

   b. Thirty-nine percent rate our intellectual environment as good or excellent.

   c. Thirty-nine percent rate the administrative leadership or the MCC as good or excellent.

   d. Fifty-five percent rate our relationship with the community as good or excellent.

8. Fifty-two percent rate our ability in assisting the student to make the transition from high school to college as either good or excellent. Thirty percent of the respondents did not know.

9. A question was asked concerning the importance to the student of several aspects of education. We asked about the following:

   a. Importance to the student of intellectual growth.
   b. Social growth
   c. Cultural growth
   d. Educational growth
   e. Professional growth
   f. Personal growth

   Except for social and cultural growth, most ranked these categories as being very important (see data detail).

10. A ranking of effectiveness was asked for in the following areas:

   a. Giving students knowledge. Fifty-seven percent ranked MCC effectiveness as good or excellent.
   b. Motivating students. Thirty-six percent ranked this good or excellent.
   c. Helping students become involved in community activities. Twenty-three percent ranked this as good or excellent.
   d. Preparing students for jobs. Fifty-three percent ranked good or excellent.
   e. Preparing students for transfer. Fifty-seven percent ranked good or excellent.

11. A program awareness question revealed a high percentage of positive response in all program areas (see data detail).

12. Forty-six percent of the respondents have made use of our programs.

13. Sixty-nine percent of the respondents are over thirty-five years of age.

14. Forty-five percent female, fifty-five percent male.

15. Seventy-five percent white, twenty-five percent black, two percent Hispanic, one percent American Indian.

At least twenty people refused to answer the ethnic question.

16. Seventy-six percent of the questionnaires were returned by teachers, ten percent by counselors, two percent by teacher/counselors, and twelve percent by administrators.

C. Important Points*

1. Most high school educators believe that we are successfully meeting our own educational objectives.

2. There seems to be some division as to the effectiveness of community colleges in dealing with the student.

3. There is not much general awareness of our colleges and their programs. Geographic differences probably account for this.

4. See personal comments, unedited.

III. MCC Employees

A. General

All employees of the District were surveyed with the following objectives in mind:

1. How well are the colleges doing in meeting the District objectives?

2. How does the employee feel about his or her place of work?

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*There are some very complex aspects of this survey which will require further in-depth analysis. Simple correlation studies to determine whether or not there is positive correlation between those who have attended a community college and the perception of quality and degree of difficulty should be undertaken. There is a wealth of attitudinal information in the questionnaire which will be helpful as we move to a closer relationship with the high schools.

3. Is the employee willing to assist in a marketing effort?

Each unit was surveyed separately but this report will summarize all responses as a single group. There still remains a number of questionnaires to be returned.

B. Specifics

1. Seventy-six percent of the employees feel that his or her unit is doing a satisfactory, more than satisfactory, or excellent job in meeting the philosophy and mission of the MCC.

2. Ninety-two percent of all employees feel that this is a fairly good or good place to be.

3. Seventy-seven percent feel that his or her unit needs additional enrollment.

4. A multi response question was asked dealing in the following area:

   a. Personal relations with co-workers--seventy-four percent good - excellent.
   b. Academic reputation of the unit outside the institution--forty-one percent good - excellent.
   c. Effectiveness of the appropriate association--thirty-eight percent good - excellent.
   d. Unit's intellectual environment--forty-six percent good - excellent.
   e. Unit's administrative leadership--forty-nine percent good - excellent.
   f. Unit's relationship with students--fifty-three percent good - excellent.
   g. Relations with supervisor--seventy-nine percent good - excellent.

5. Sixty-three percent felt there are still unmet community educational needs which the unit should meet.

6. Only twenty-six percent report that the unit is doing more than a satisfactory or excellent job in meeting the needs of the community.

7. Eighty-six percent think that there should be a major marketing/recruitment effort.

8. Forty-three percent of administrators believe that the marketing effort should be made as a District responsibility. Fifty-six percent of the faculty would prefer that it be a college effort. Fifty-two percent of the staff see it as a college effort.

9. Eighty-four percent of all employees see some role for themselves in a marketing effort.

C. Important Points

1. A decided majority of our employees feel that we are doing a good job but a large proportion of our people feel that we can and should do more.

2. Almost all of our people like working for the MCC. There are variations of opinions about the specifics of the unit environment.

3. The overwhelming decision is that we need a marketing effort but there is a predictable division of opinion as to the coordination and direction of the effort.

Much additional analysis must be made of the employee survey. Most notable by omission is the bulk of the Penn Valley faculty responses. They are not included at this time. It is possible that the survey results could be affected by the addition of this employee group.

MARKETING--MINORITY STUDENTS

The loss of minority students in the Metropolitan Community College District is a continuation of the cycle experienced by many people in an urban society. The cycle is caused by an overall system of inferior schools with many poor teachers, inadequate curriculum, facilities, and supplies. Many students become psychological drop-outs in the second and third grades. The schools blame the parents and vice versa. Many urban parents are victims of the same cycle and have negative attitudes toward schools. Quite a number of the parents cannot effectively read, write, or do basic mathematics. So we have urban students and parents unable to read, write, and spell effectively to function in life.

In order to alleviate these problems, schools and colleges must adapt their priorities to meet these specialized needs. Community college teachers, administrators, and staff must change their attitudes about the urban youth not being able to learn and to cope with society. In-service workshops must be held with college personnel on attitudes, teaching methodology, and techniques to enable them to deal with changes in our society.

In order to specifically deal with the community college minority drop-out problem, we must develop strategies to find out why the students withdraw. This can be accomplished through personal contacts, phone calls, and visitations. A sampling of minority students who have withdrawn could be interviewed from all community colleges.

The second step would be to interview a sampling of minority students presently enrolled in the community college district. This sampling should include students experiencing difficulty with classes or with other personal problems. Recommendations may be secured from counselors, teachers, and students.

In order to offset the minority drop-out rate, emphasis should be also placed on marketing the community colleges to other minority students. This may be accomplished in several ways, such as:

1. An Information and Referral Center located in a minority community. The center would be manned by knowledgeable and sensitive persons who are able to communicate effectively with the community and with potential students.

2. Personal contacts be made with high schools, churches, jails, detention homes, organizations, block clubs, neighborhood centers, businesses, community agencies, and parents to familiarize them with what we are offering in traditional and non-traditional courses.

3. Door to door campaigns be conducted by utilizing block and neigborhood clubs, students, community agencies, and interested community citizens. The more heavily populated areas of the minority community be scheduled for door to door visitations.

4. Door to door campaigns include simple brochures, needs assessment forms on time, scheduling, community locations, needed technical skills, job related skills, and consumer response programs.

Emphasis should be changed from accommodating the traditional full-time eighteen to twenty-four year old student in the same old traditional way. It is all right to recruit students, but we must also retain them.

Since most minority students in urban areas who enroll in community colleges are educationally disadvantaged or sometimes called marginal students, it is imperative that the community college district be committed by philosophy to providing some formal education or training for all students regardless of social class, sex, race, and lack of previous academic success.

Too often the terms open-door college or community college are just rhetoric. They are catch phrases which imply every student can enroll in the college. Open-door means more than the idea that every student with a high school diploma or G.E.D. can go to college. It also means that the student, regardless of his or her level of achievement, will receive the best education possible in the college commensurate with his or her needs, efforts, motivation, and abilities. In reality, most community colleges develop the traditional programs and curricula which prepare able students to transfer to the senior institution or prepare terminal students to go directly into employment.

The community college faces a dilemma in trying to provide a quality education for both academically able and marginal students.

A liberal education curriculum is a "knowing" curriculum--rigid, traditional, with a subject matter designed to serve a narrow and selected group of students who have demonstrated academic competence and who are expected to do well in four-year colleges or universities. Since the community college serves a wider sigment of people with broader short-term goals, the curriculum must be a "knowling" or doing curriculum. It must have its intellectual

components, but is must also be flexible, practical, and oriented toward individual differences in the students than toward academic conformity to the subject matter.

* Educationally disadvantaged students are idealistic, but they are also practical. They want their means (instruction) to be dramatic, interesting, and relevant; and their ends (knowledge and skill to perform the job they are preparing themselves to execute) to be well defined and immediate.

* Group guidance is another important component to the marginal students. The function of group guidance is to provide a process through which students will be enabled to make good choices, improve their interrelationships with people and the world, and to develop to the maximum of their ability. Group guidance is probably a framework in which most of the things that counselors are doing can be fitted; however, it has special significance to a program which is composed of students who are considered poor scholastic risks.

There are students in the community college whose transfer or two-year degree aspirations are unrealistic in view of their very low academic skills. There are others who know their pattern of abilities and have some information about occupations in which such abilities are most applicable and yet are unable to accept this knowledge because of ambition, family expectations, and self-rejection. Still others are deficient in study skills and habits; they are uncertain in their goals and have little knowledge of how to obtain either educational or vocational objectives.

The community college serves a large and diversified student body; it cannot be today what it was yesterday because it is confronted with problems whose only solution is change. Traditionally, the education of the marginal student is a problem that higher education has either overlooked, has not had to face, or to "tell it like it is," has refused to face. Therefore, there are few persons in the community college movement or in higher education as a whole who are experts in dealing with marginal students. Yet, it is becoming increasingly clear that concern with the marginal student is a dimension that colleges must face.

Obviously, community colleges are attended by many students who cannot succeed in a traditional college curriculum using the traditional methods of instruction and evaluation. These students need special attention and there is little expertise in higher education or in community colleges to handle such students. What is needed is some blueprint or some structure that will assist community college personnel in developing programs for high risk students.

This may be established at each community college by:

1. The president setting the tone for change
2. President and academic deans indicating that remediation is a priority--general persuasion
3. Securing federal grants--In-service training for faculty--remediation--math and reading consultants--to assist teachers and administrators--human relations courses or seminars
4. Multiple adoption of textbooks--easier books with the same subject material
5. Developmental or remedial departments should become a part of the total college program
6. Develop courses in study skills and career planning
7. Develop tutorial services to support classroom learning
8. Offer diagnostic tests for study skills
9. Colleges must become more involved in the community-secondary school system
10. Host Career Fair for high school students
11. Send letters to all graduating seniors
12. Participate in more outreach programs
13. Centralize all college mailing lists
14. Establishing information centers in shopping areas and libraries
15. Establish a vocational information service program (campus and community)
16. Each community college should have a person who is responsible for the recruitment and retention of minority students.
17. Evaluation of teachers and administrators (department chairpersons, etc.) regarding motivation, teaching techniques, human relations involving students. Some type of new evaluative tool is necessary if we are to retain students.

ANALYSIS OF CURRENT MCC STUDENTS

A vital part of the marketing research project was the assessment of students who are now attending the colleges of MCC. The students hold a key to our better understanding the impact that the colleges make on their lives. Indeed, it is important to know our students and their accomplishments if we are to convey an accurate portrayal of the services we provide.

Two approaches were used to assess trends in student characteristics and attitudes. The 1977 Student Characteristics Report was analyzed and a sample of continuing students was surveyed to determine certain attitudes about their colleges.

Five years age, in January 1973, the first student characteristics study was published. That study detailed the results of a questionnaire which had been administered to nearly 9,000 students enrolling for classes in the three Metropolitan Community Colleges that fall semester. This fall semester (1977) that same questionnaire, with only slight modifications, was administered to nearly 15,000 students enrolling for classes in the four Metropolitan Community Colleges. This report provides the results of this year's student survey in comparison with the results of previous studies.

For the first time in the history of the MCC, the majority of students (fifty-four percent) enrolled for fall semester were female. This is a shift which has occurred only in the past two years, the ratio of male to female students remaining fairly constant from 1972 to 1975. This is partly the result of a five-year trend toward greater part-time student enrollment which has intensified over the past two years. In 1972, fifty-two percent of all students were part-time compared to seventy percent part-time this year. This year part-time women students outnumber full-time women students three to one, while part-time male students outnumber full-time male students two to one. Accompanying the shift in part-time enrollments, there has been a gradual decline in day enrollment over the past six years, and a corresponding increase in evening and weekend enrollment. Since 1976, day enrollment has decreased by 9.7 percent, while evening and weekend enrollment has increased by 5.5 percent. Freshmen comprise 68.3 percent of the students enrolled in District colleges; 31.7 percent are sophomores. These percentages have remained relatively constant over the past six years, and are somewhat parallel to the "traditional" two-year college class level distribution of sixty-six percent freshmen and thirty-four percent sophomore students (Carnegie Community Higher Education, 1970).

The racial distribution of students has changed since 1972, with a higher percentage of student enrollment in all minority categories. Caucasian students, composing eighty percent of the 1972 student body, now make up seventy-three percent. Five years ago, sixteen percent of the District enrollment was black, now black students comprise twenty-one percent of the student body. In this period, the percentage of enrollment of Spanish surnamed students increased from one to four percent. Overall, minority respondents as a percentage of all respondents increased from seventeen percent to twenty-seven percent from 1972 to 1977. This shift in ethnic composition has occurred chiefly because of a greater percentage of minority enrollments at Penn Valley and to a lesser (though still significant) extent at Longview Community College. Although total number of students is small at Pioneer, they have also contributed to this shift with a fifty-seven percent minority enrollment. There has been no significant change in ethnic composition at Maple Woods Community College.

Student age has also been a fluctuating variable over the past five years, but not in such an easily identifiable manner. Beginning in 1974, age was calculated from year of birth rather than from student responses by category (20-25, 26-30, over 30, etc.) enabling statistical handling of age data. The mean student age for the fall 1977 semester is as high as it has ever been--26.2 years old, although we have experienced a drop in median age from 24.2 last year to 21.9 this year. This is apparently the result of enrollment of greater numbers of the very old and the very young; the older student and the younger student having a greater proportional effect upon median student age.

Perhaps one of the most drastic changes in the student body over the past few years is the veteran enrollment. In the spring of 1975, more than one our of four students was a veteran eligible for GI benefits. This year, only thirteen percent of the student body is eligible for such benefits. This is a category which has also changed definition since the original report. We now use an official spring census of veterans rather than responses to the question "Are you a veteran?" from the questionnaire.

Means of transportation to college is another variable which has experienced a steady change over five years, although only at Penn Valley. In 1973, twelve percent of Penn Valley students rode the bus to classes; now 17.4 percent use public transportation with a corresponding decline in the use of private automobiles. With public transportation to the suburban campuses still unavailable, transportation patterns there remain unchanged. Forty percent of Pioneer respondents indicated that the bus was their principal means of transportation to classes. These students would presumably be prohibited from making use of opportunities for transfer to programs at the suburban colleges at the present time.

Although means of transportation has changed slightly, commuting distance has not. The largest share of student respondents, 38.1 percent, commute 0-5 miles daily; 34.5 percent commute 6-10 miles; 16.5 percent commute 11-15 miles; and only 10.9 percent commute over fifteen miles. The average commuting distance for students enrolled in the District is eight miles, exactly as it was three years ago. Students attending Pioneer Community College claimed the shortest commuting distance, an average of 6.7 miles, while Longview students travel the farthest, averaging 8.9 miles. The fact that Pioneer students are finding public transportation available and are traveling less distance would indicate that Pioneer is achieving its intended goal of greater geographic accessibility.

Other variables which have remained relatively constant are: Parent's Occupation/Education, Student Financial Status, Student Employment Status, High School Grade Point Average and Class Rank, Reasons for Pursuing a College Education, and Reasons for Selecting a Community College.

The percentages for the "Father's Occupation" category are similar to those in the same categories in previous years. A large number of student respondents showed fathers to be in the retired category or in semi-skilled, skilled, managerial/executive, and professional (II). Regarding education, many respondents indicated fathers to be at the high school graduate level, and relatively large percentages show fathers with bachelor's degrees. Data concerning mother's education revealed that a larger percentage of respondents show mothers to be at the high school graduate level and a smaller percentage show mothers with bachelor's degrees.

The majority of student respondents enrolled in the District colleges (73.5 percent) are financially independent while 15.9 percent are completely dependent upon parents. Relatively small percentages of student respondents indicate partial dependency on parents. The largest percentage of students in this category (38.1 percent) work 31-40 hours a week; 13.9 percent work 21-30 hours per week; 13.4 percent work more than forty hours per week; and 12.9 percent work 11-20 hours weekly. More than half work over thirty hours weekly while attending classes.

Over fifty-two percent of the students responding have a "B" grade average, while 39.1 percent have a "C" grade average and 7.4 percent have an "A" grade average. Nearly two-thirds of the student respondents were in the upper half of their high school graduating classes.

When asked their reason for pursuing a college education, most respondents showed a desire to enter a higher degree program and an interest in college in order to assist in their current occupation. Student respondents indicated low cost as a major reason for selecting a community college. Desire to

continue to work in their home town and an interest in living at home while attending college were also cited as substantial reasons for choosing a community college.

In an effort to determine the impressions that MCC students have of their colleges, questionnaires were administered to a sample of approximately 500 students. The questionnaire used was a modified NCHEMS Student Outcomes Inventory. A copy of the questionnaire is included in the Appendix. Questions were designed to elicit responses about goal achievement, educational objectives, immediate and long-range college plans, class schedule preferences, evaluation of college services, programs and instruction, and general impressions of the college. Students involved in the study had attended one of the MCC colleges for a minimum of one semester.

Certain study limitations should be noted. The instrument was administered at registration and some class settings without following random sampling procedures. However, a comparison of the study data with student characteristics information reveals no apparent distortion. Since the students selected for the survey had completed at least one semester, the response may not be representative of early drop-outs.

Preliminary Findings

Although the items were not analyzed to determine interaction with other items, response patterns within each question were reviewed. The following statements represent an analysis of survey findings. A summary of responses to each item is included at the end of this section.

1. Students who attend MCC colleges are seeking to achieve a number of goals.

2. As one might expect, academic goals were most often reported, followed by career preparation and personal development.

3. Participation in social/cultural activities is a weak interest area.

4. The goal area where achievement was most often reported was personal development.

5. Seventy-eight percent of the participating students reported specific educational goals which would lead to at least an associate degree.

6. More full-time than part-time students expressed a degree goal.

7. More than fifty percent of all full-time students are employed more than half time.

8. Only ten percent of all full-time students and three percent of the part-time students reported being unemployed.

9. Fifty-five percent of the respondents were part-time students and only forty-five percent were enrolled in six credit hours or less.

10. MCC students are taking classes during preferred time periods.

11. Although ten percent of the sample group indicated plans to transfer to another college at the end of this term without earning a degree, other records indicate that a larger percentage of students transfer without a degree.

12. The vast majority of all students indicate an intention to return to an MCC college for the fall 1978-79 semester.

13. Many students, especially part-time students, do not know about important college services such as job placement, basic skill instruction, career planning, and health services, for example.

14. Most students who used college services, such as financial aid, career planning, etc., expressed satisfaction with these services.

15. Even though the registration process has been identified by many MCC personnel as being an obstacle to open access, very few students expressed dissatisfaction with the current procedures.

16. A majority of the respondents indicate that students in general believe their MCC college to be an excellent place to attend college.

17. It may be notable that nearly twenty percent of the respondents perceived their MCC college as being of lower quality than other colleges.

18. Students evaluate their instructors and the instructional programs very favorably.

19. Ninety-eight percent of the student group perceived their instructors as being willing to provide individual academic assistance.

SURVEY OF EMPLOYERS*

	HAVE NO KNOWLEDGE OF	LESS THAN ADEQUATE	ADEQUATE	MORE THAN ADEQUATE	EXCELLENT
1. Provides educational opportunities for all citizens to the extent of their abilities.	22	3	31	33	11
Provides counseling services to assist students in identifying their personal qualities, in clarifying their goals, in assessing their need for help in basic skills, and in resolving problems.	46	12	29	9	4
Provides transfer education - courses which satisfy the lower division requirements in the liberal arts and sciences and in professional fields.	34	4	32	23	7
Provides courses and programs in occupational areas that are appropriate to career fields in the changing job market.	18	10	41	25	6
Provides continuing education activities designed for career retraining and upgrading according to needs of local employers and employees.	25	8	34	29	4
Provides ongoing developmental education to prepare individuals for admission to specific curriculums and to assist students with learning difficulties.	55	5	23	16	1
Provides community service programs, including non-credit courses, conferences, seminars, and workshops.	23	2	43	26	6
Provides students with broad programs of social, cultural, and recreational activities.	45	7	33	14	1
Assists students who complete occupational programs in obtaining employment in their fields.	60	7	20	10	3

*Figures given represent percentages.

	HAVE NO KNOWLEDGE OF	LESS THAN ADEQUATE	ADEQUATE	MORE THAN ADEQUATE	EXCELLENT
Assists students who complete transfer programs in transferring to other colleges and universities.	52	5	29	11	3
Provides information to prospective students to facilitate and expedite their admission process.	51	7	27	14	1
Provides health information and selected health services.	77	1	17	4	1
Cooperates with other agencies in fulfilling the educational needs of the community.	42	3	31	19	5
Provides financial assistance to students who need such assistance to continue their education.	63	3	19	11	4
2. In general, how well do you feel the Metropolitan Community Colleges are serving the community?	13	6	50	23	8

3. Are there educational needs in the Kansas City Metropolitan area which you, as an employer, feel the MCC is not meeting.

% YES 24

	% AWARE OF	% HAVE USED	% SATISFIED WITH	% INTERESTED IN USING
Career Development Counseling	50	10	53	40
Conferences, Seminars or Workshops	72	40	83	73
Consultation Services by MCC Faculty/Staff	26	11	53	35
Internships, Co-op, Clinical Practice	26	15	63	37
Job Placement Services	53	35	60	58
Library, Learning Resources	55	19	73	53
Meeting Room Facilities	28	12	61	32

5. Does your organization presently employ persons who have taken courses through the MCC? (Include special training offered to your employees)

   % YES 77 % NO 10 % NOT SURE 13

6. How would rate the quality of training these employees received from the Metropolitan Community Colleges?

HAVE NO KNOWLEDGE OF	LESS THAN ADEQUATE	ADEQUATE	MORE THAN ADEQUATE	EXCELLENT
% 8	% 8	% 56	% 21	% 7

7. Are there specific kinds of training which the MCC could offer to your employees which would provide knowledge and skills which they need.

   % YES 49

8. In your organization, what is the approximate number of employees?

   # FULL-TIME 65,038 # PART-TIME 4,898

9. How many years has your organization been located in Metropolitan Kansas City?

1-3 YRS	4-6 YRS	7-10 YRS	11-20 YRS	21 YRS OR MORE
% 4	% 10	% 3	% 13	% 70

10. Please check the category in which your organization would be classified.

1	% AGRICULTURE
2	% CONSTRUCTION
14	% MANUFACTURING
0	% MINING
6	% TRANSPORTATION, COMMUNICATION, PUBLIC UTILITIES
2	% WHOLESALE TRADES
5	% RETAIL TRADES
29	% SERVICE
16	% GOVERNMENT
25	% OTHER

11. Do you wish to be contacted regarding present or future services?

% YES 62

SURVEY OF EDUCATORS

School Identifiers and Number of Responses

Identifier	School	Responses
1	Southeast	25
2	Westport	16
3	East	14
4	Northeast	14
5	Central	10*
6	Southwest	22
7	Parent Center	4
8	West	9
9	Tech. Center	8
10	Humbolt	2
11	Van Horn	19
12	Lincoln	10
13	Paseo	14
14	All Others	66
	TOTAL	233*

*One additional person returned the questionnaire but responded to none of the questions.

SURVEY OF EDUCATORS *

			SCHOOL													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
1.	Given the mission of MCC, how well do you feel MCC is achieving its goal?	VERY POOR JOB	0	0	0	0	0	0	0	11	0	0	11	0	0	0	1	
		LESS THAN SATISFACTORY JOB	9	0	0	7	10	10	0	11	0	0	6	11	7	4	6	
		SATISFACTORY JOB	76	44	69	64	30	55	25	45	50	100	50	33	64	48	53	
		MORE THAN SATISFACTORY JOB	10	38	23	14	60	25	50	22	33	0	22	34	22	37	29	221
		EXCELLENT JOB	5	18	8	15	0	10	25	11	17	0	11	22	7	11	11	
2.	Are there educational needs in the greater Kansas City community which you feel MCC should be attempting to meet, but is not meeting at the present time?	% YES	28	17	17	23	38	22	0	43	25	100	7	11	70	32	27	187
3.	Have you ever attended a junior college or community college as a student?	% YES	48	31	50	31	50	27	0	67	38	50	47	30	36	36	39	232
4.	A four-year college is better academically than a community college.	STRONGLY AGREE	13	20	25	8	30	28	0	22	0	0	35	30	23	13	19	
		AGREE WITH RESERVATIONS	46	20	33	69	50	29	50	0	75	0	29	40	15	34	35	
		DISAGREE WITH RESERVATIONS	27	40	25	23	10	29	50	45	12	100	24	30	46	42	34	220
		STRONGLY DISAGREE	14	20	17	0	10	14	0	33	13	0	12	0	16	11	12	

*Figures are expressed in percentages.

		SCHOOL															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
Community colleges turn out "technicians" who are not well-rounded people.	STRONGLY AGREE	0	0	0	0	0	0	25	0	0	0	6	0	0	2	2	
	AGREE WITH RESERVATIONS	0	13	17	31	22	20	25	34	0	0	11	0	8	12	13	
	DISAGREE WITH RESERVATIONS	64	40	50	23	67	40	50	33	25	0	50	56	46	41	44	218
	STRONGLY DISAGREE	36	47	33	46	11	40	0	33	75	100	33	44	46	45	41	
Courses at four-year colleges are harder than similar courses at community colleges.	STRONGLY AGREE	14	20	0	0	0	11	0	11	0	50	18	11	8	11	10	
	AGREE WITH RESERVATIONS	23	33	42	39	33	37	67	22	25	0	12	45	15	41	33	
	DISAGREE WITH RESERVATIONS	50	20	42	46	56	26	33	22	38	50	47	33	77	26	37	215
	STRONGLY DISAGREE	13	27	17	15	11	26	0	45	37	0	23	11	0	22	20	
Teachers at community colleges are as qualified as their counterparts at four-year colleges.	STRONGLY AGREE	55	31	17	36	22	30	33	56	38	50	33	56	50	28	35	
	AGREE WITH RESERVATIONS	40	44	50	29	67	20	0	44	62	50	50	22	29	44	41	
	DISAGREE WITH RESERVATIONS	0	19	0	28	11	30	67	0	0	0	11	11	14	19	15	218
	STRONGLY DISAGREE	5	6	33	7	0	20	0	0	0	0	6	11	7	9	9	

			SCHOOL														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL
5.	How much have you heard about Penn Valley?	NOTHING	0	0	0	0	0	0	0	0	12	0	0	0	0	6	2
		LITTLE	4	0	15	14	10	9	50	22	13	0	5	0	14	20	13
		SOME	38	47	31	50	10	45	25	45	25	0	47	33	36	47	41
		A LOT	58	53	54	36	80	46	25	33	50	100	48	67	50	27	44
	How much have you heard about Longview?	NOTHING	13	13	0	0	12	5	0	11	25	0	0	0	7	4	6
		LITTLE	13	33	46	36	50	19	50	33	25	50	31	30	36	11	25
		SOME	39	27	31	50	13	57	25	45	0	50	37	50	28	40	38
		A LOT	35	27	23	14	25	19	25	11	50	0	32	20	29	45	31
	How much have you heard about Maple Woods?	NOTHING	35	13	7	21	12	29	0	22	25	0	21	10	36	9	18
		LITTLE	26	60	54	36	62	24	75	45	50	100	26	50	21	40	40
		SOME	30	27	31	21	13	33	25	33	12	0	37	20	29	17	24
		A LOT	9	0	8	22	13	14	0	0	13	0	16	20	14	34	18
	How much have you heard about Pioneer?	NOTHING	13	27	23	29	0	29	0	11	50	0	16	10	21	18	19
		LITTLE	30	40	8	43	62	19	25	56	37	50	42	30	36	51	39
		SOME	35	20	31	21	13	43	50	11	0	0	32	30	14	14	23
		A LOT	22	13	38	7	25	9	25	22	13	50	10	30	29	17	19
6.	Rating of Penn Valley baccalaureate transfer.	DON'T KNOW	36	36	40	25	20	40	33	11	40	0	44	25	45	41	36
		POOR	0	0	0	0	0	0	0	0	0	0	12	12	0	5	3
		FAIR	32	0	20	25	0	15	33	22	20	0	6	0	9	11	14
		GOOD	32	36	20	33	70	40	34	33	20	100	25	63	46	36	37
		EXCELLENT	0	28	20	17	10	5	0	34	20	0	13	0	0	7	10
	Rating of Penn Valley technical/occupational.	DON'T KNOW	39	31	18	33	30	35	33	22	20	0	44	37	36	38	34
		POOR	0	0	0	0	0	0	33	0	0	0	6	0	0	4	2
		FAIR	26	0	18	25	0	10	0	33	40	100	12	0	9	14	15
		GOOD	26	46	46	42	70	45	0	34	0	0	25	63	55	30	37
		EXCELLENT	9	23	18	0	0	10	34	11	40	0	13	0	0	14	12
	Rating of Penn Valley community service.	DON'T KNOW	45	28	27	46	40	45	67	22	40	0	38	25	27	51	41
		POOR	4	0	0	0	0	5	0	11	0	0	6	12	0	2	3
		FAIR	23	14	18	27	20	20	0	11	0	100	25	0	36	18	19
		GOOD	23	29	37	18	30	25	33	56	40	0	25	50	37	24	29
		EXCELLENT	5	29	18	9	10	5	0	0	20	0	6	13	0	5	8

5.	How much have you heard about Penn Valley?	229
	How much have you heard about Longview?	225
	How much have you heard about Maple Woods?	225
	How much have you heard about Pioneer?	225
6.	Rating of Penn Valley baccalaureate transfer.	197
	Rating of Penn Valley technical/occupational.	198
	Rating of Penn Valley community service.	196

		SCHOOL															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
Rating of Penn Valley developmental studies.	DON'T KNOW	64	38	64	42	60	50	33	56	60	0	50	37	55	61	54	
	POOR	4	0	0	0	0	0	33	0	0	0	6	0	9	3	3	
	FAIR	9	8	9	25	10	25	0	0	20	0	6	13	18	14	13	197
	GOOD	23	31	27	33	30	15	34	44	20	100	32	25	18	20	25	
	EXCELLENT	0	23	0	0	0	10	0	0	0	0	0	25	0	2	5	
Rating of Longview baccalaureate transfer.	DON'T KNOW	54	61	55	33	75	45	33	56	40	100	53	37	44	34	46	
	POOR	5	0	0	0	0	0	0	0	0	0	6	0	0	0	1	
	FAIR	18	0	9	17	0	5	0	22	0	0	6	0	0	14	10	197
	GOOD	23	31	18	25	25	50	67	22	60	0	29	50	56	44	36	
	EXCELLENT	0	8	18	25	0	0	0	0	0	0	6	13	0	8	7	
Rating of Longview technical/occupational.	DON'T KNOW	54	58	37	50	75	45	33	67	40	100	65	37	33	37	47	
	POOR	4	0	0	0	0	0	0	0	0	0	6	0	0	0	1	
	FAIR	14	0	18	17	0	15	33	11	0	0	0	0	11	10	10	194
	GOOD	23	17	27	25	25	35	0	22	40	0	17	50	56	46	33	
	EXCELLENT	5	25	18	8	0	5	34	0	20	0	12	13	0	7	9	
Rating of Longview community service.	DON'T KNOW	64	62	46	55	87	60	67	79	75	100	53	50	33	39	53	
	POOR	9	0	0	0	0	5	0	0	0	0	6	0	0	0	2	
	FAIR	9	8	18	18	0	20	0	11	0	0	18	0	22	12	12	193
	GOOD	18	15	27	18	13	15	33	11	0	0	23	25	45	42	27	
	EXCELLENT	0	15	9	9	0	0	0	0	25	0	0	25	0	7	6	
Rating of Longview developmental studies.	DON'T KNOW	68	67	64	50	87	65	33	78	80	100	69	50	56	51	61	
	POOR	5	0	0	0	0	0	0	0	0	0	6	0	11	0	2	
	FAIR	9	0	9	8	0	15	0	11	0	0	6	0	11	16	10	193
	GOOD	18	8	27	42	13	20	67	11	20	0	19	37	22	30	24	
	EXCELLENT	0	25	0	0	0	0	0	0	0	0	0	13	0	3	3	
Rating of Maple Woods baccalaureate transfer.	DON'T KNOW	68	69	64	42	75	74	67	67	60	100	81	62	67	51	63	
	POOR	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	
	FAIR	14	0	9	8	0	10	0	22	0	0	0	0	0	14	9	193
	GOOD	14	23	0	25	25	16	33	11	40	0	13	38	33	30	22	
	EXCELLENT	4	8	27	25	0	0	0	0	0	0	0	0	0	5	6	

		SCHOOL															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
Rating of Maple Woods technical/occupational.	DON'T KNOW	73	83	64	58	75	68	67	78	40	100	88	62	56	49	64	
	POOR	0	0	9	0	0	0	0	0	0	0	6	0	0	0	1	
	FAIR	9	0	9	0	0	5	33	0	0	0	0	0	33	14	8	192
	GOOD	9	8	0	42	25	27	0	22	40	0	6	38	11	28	21	
	EXCELLENT	9	9	18	0	0	0	0	0	20	0	0	0	0	9	6	
Rating of Maple Woods community service.	DON'T KNOW	77	75	64	73	87	68	100	78	80	100	81	62	45	60	69	
	POOR	4	0	0	0	0	0	0	0	0	0	6	0	11	2	2	
	FAIR	9	8	18	0	0	16	0	11	20	0	6	0	11	19	12	191
	GOOD	5	0	9	18	13	16	0	11	0	0	7	38	33	14	13	
	EXCELLENT	5	17	9	9	0	0	0	0	0	0	0	0	0	5	4	
Rating of Maple Woods developmental studies.	DON'T KNOW	82	83	82	67	87	74	33	78	100	100	88	75	67	67	75	
	POOR	0	0	0	0	0	0	0	0	0	0	6	0	0	2	1	
	FAIR	9	0	18	0	0	10	0	11	0	0	0	0	11	12	8	191
	GOOD	4	0	0	33	13	16	67	11	0	0	6	25	22	17	14	
	EXCELLENT	5	17	0	0	0	0	0	0	0	0	0	0	0	2	2	
Rating of Pioneer baccalaureate transfer.	DON'T KNOW	64	85	64	67	88	74	33	45	80	0	88	25	67	79	73	
	POOR	4	0	18	0	12	11	30	11	0	100	6	0	0	14	9	
	FAIR	18	0	9	0	0	5	0	22	20	0	0	12	11	3	7	192
	GOOD	14	15	0	25	0	5	34	11	0	0	6	0	22	4	8	
	EXCELLENT	0	0	9	8	0	5	0	11	0	0	0	13	0	0	3	
Rating of Pioneer technical/occupational.	DON'T KNOW	64	83	64	67	75	63	33	44	80	0	75	87	67	77	70	
	POOR	5	0	18	0	0	16	33	0	20	100	6	0	0	16	10	
	FAIR	14	0	9	0	12	10	0	45	0	0	13	0	22	2	8	191
	GOOD	9	8	0	33	13	11	0	11	0	0	6	13	11	5	9	
	EXCELLENT	9	9	9	0	0	0	34	0	0	0	0	0	0	0	3	
Rating of Pioneer community service.	DON'T KNOW	59	67	55	73	75	68	67	34	80	0	75	50	45	68	64	
	POOR	0	0	0	0	0	0	0	11	0	0	6	0	0	7	3	
	FAIR	27	8	18	9	12	21	0	22	0	100	6	0	22	9	14	190
	GOOD	14	17	18	9	0	11	33	22	20	0	13	25	33	14	15	
	EXCELLENT	0	8	9	9	13	0	0	11	0	0	0	25	0	2	4	

			SCHOOL														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
	Rating of Pioneer developmental studies.	DON'T KNOW	77	92	64	67	87	68	33	45	80	0	88	62	78	84	76	
		POOR	4	0	18	0	13	0	33	0	20	0	6	0	0	9	6	
		FAIR	5	0	9	0	0	16	0	22	0	100	0	0	11	3	6	191
		GOOD	14	8	0	33	0	16	34	22	0	0	6	13	11	4	10	
		EXCELLENT	0	0	9	0	0	0	0	11	0	0	0	25	0	0	2	
7.	Rating of the academic reputation of the MCC.	DON'T KNOW	21	0	0	0	20	9	25	22	28	50	12	10	0	3	9	
		POOR	4	0	0	7	10	9	0	0	0	0	12	30	23	4	7	
		FAIR	33	37	36	29	0	27	50	11	29	50	0	20	38	33	28	226
		GOOD	42	50	57	50	70	55	25	67	43	0	70	30	39	52	51	
		EXCELLENT	0	13	7	14	0	0	0	0	0	0	6	10	0	8	5	
	Rating of the MCC intellectual environment.	DON'T KNOW	25	13	14	14	20	4	25	11	29	50	23	20	7	16	16	
		POOR	8	6	14	7	10	14	0	11	0	0	12	20	31	3	9	
		FAIR	38	31	36	43	30	32	25	33	14	50	24	40	31	42	36	226
		GOOD	29	44	29	36	40	50	50	34	57	0	35	10	31	36	36	
		EXCELLENT	0	6	7	0	0	0	0	11	0	0	6	10	0	3	3	
	Rating of administrative leadership of MCC.	DON'T KNOW	25	25	14	14	20	14	25	11	60	50	24	40	31	18	21	
		POOR	17	6	14	0	20	18	0	11	0	0	6	0	0	23	13	
		FAIR	29	13	36	36	30	36	0	33	40	0	29	10	23	25	27	225
		GOOD	25	56	21	50	30	32	50	34	0	50	41	40	46	31	35	
		EXCELLENT	4	0	15	0	0	0	25	11	0	0	0	10	0	3	4	
	Rating of the relationship with the community.	DON'T KNOW	17	0	7	7	30	9	25	11	17	[illegible]	18	20	8	2	9	
		POOR	8	0	7	0	10	9	0	11	0	0	0	0	0	6	5	
		FAIR	42	25	36	29	30	41	0	34	0	0	23	20	23	35	31	226
		GOOD	21	56	43	50	20	41	75	22	83	100	59	20	69	51	46	
		EXCELLENT	12	19	7	14	10	0	0	22	22	0	0	40	0	6	9	
8.	How effective are the colleges of the MCC in assisting students in making the transition from High School to College?	DON'T KNOW	40	25	29	22	20	29	50	34	37	50	39	40	15	28	30	
		POOR	4	0	0	7	0	0	0	11	0	0	0	0	8	3	3	
		FAIR	24	12	21	14	30	9	25	22	25	0	5	20	23	9	15	229
		GOOD	28	44	43	57	50	62	0	22	38	50	39	30	54	46	43	
		EXCELLENT	4	19	7	0	0	0	25	11	0	0	17	10	0	14	9	

			SCHOOL														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL
9.	Rank of student intellectual growth.	NO IMPORTANCE	8	0	0	0	0	0	0	0	0	0	0	0	0	0	
		LITTLE IMPORTANCE	21	12	14	0	33	14	0	22	0	0	11	30	0	15	14
		MODERATE IMPORTANCE	25	38	36	29	11	27	50	56	29	50	44	30	61	33	35
		VERY MUCH IMPORTANCE	46	50	50	71	56	59	50	22	71	50	45	40	39	52	50
	Rank of student social growth.	NO IMPORTANCE	4	0	0	0	0	5	0	0	14	0	0	0	0	0	1
		LITTLE IMPORTANCE	29	13	29	14	11	9	0	11	0	0	21	10	0	12	14
		MODERATE IMPORTANCE	21	31	21	43	33	38	25	44	29	50	26	40	57	52	39
		VERY MUCH IMPORTANCE	46	56	50	43	56	48	75	45	57	50	53	50	43	36	46
	Rank of student cultural growth.	NO IMPORTANCE	13	6	0	0	0	5	0	0	14	0	0	0	0	3	3
		LITTLE IMPORTANCE	29	19	14	21	45	24	0	33	28	0	31	20	0	26	24
		MODERATE IMPORTANCE	33	50	43	50	22	33	50	56	29	50	37	50	93	50	46
		VERY MUCH IMPORTANCE	25	25	43	29	33	38	50	11	29	50	32	30	7	21	27
	Rank of student educational growth.	NO IMPORTANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		LITTLE IMPORTANCE	12	6	0	7	0	19	0	11	0	0	11	10	0	1	6
		MODERATE IMPORTANCE	17	19	29	14	44	14	25	11	43	50	33	30	36	35	28
		VERY MUCH IMPORTANCE	71	75	71	79	56	67	75	78	57	50	56	60	64	64	66
	Rank of student professional growth.	NO IMPORTANCE	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0
		LITTLE IMPORTANCE	4	6	0	7	0	4	0	0	0	0	6	0	0	1	3
		MODERATE IMPORTANCE	21	6	14	14	22	14	0	11	0	0	11	30	29	11	14
		VERY MUCH IMPORTANCE	75	88	86	79	78	82	100	89	100	100	78	70	71	88	83
	Rank of student personal growth.	NO IMPORTANCE	4	0	0	0	0	5	0	0	0	0	0	0	0	0	1
		LITTLE IMPORTANCE	8	6	7	0	11	14	0	22	0	0	10	0	0	9	8
		MODERATE IMPORTANCE	34	25	36	57	33	29	25	33	43	50	37	44	57	39	38
		VERY MUCH IMPORTANCE	54	69	57	43	56	52	75	45	57	50	53	56	43	52	53
10.	Job of giving students knowledge.	DON'T KNOW	25	6	7	7	30	14	50	0	33	0	17	11	28	12	15
		POOR	0	0	0	0	0	4	0	0	0	0	11	11	0	3	3
		FAIR	29	25	29	36	20	23	25	33	33	50	17	22	29	20	25
		GOOD	42	50	50	50	50	55	0	56	34	50	33	45	43	57	48
		EXCELLENT	4	19	14	7	0	4	25	11	0	0	22	11	0	8	9

		SCHOOL															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
Job of motivating students to learn.	DON'T KNOW	29	25	22	14	20	29	50	0	33	0	17	22	29	22	23	
	POOR	4	6	0	7	10	14	0	11	33	0	11	22	7	11	10	
	FAIR	34	13	57	50	30	9	25	56	34	50	39	11	21	32	31	226
	GOOD	29	50	14	29	40	38	0	33	0	50	22	34	43	32	31	
	EXCELLENT	4	6	7	0	0	10	25	0	0	0	11	11	0	3	5	
Job of helping students become involved in community activities.	DON'T KNOW	46	37	35	36	40	38	50	22	28	0	28	22	29	36	35	
	POOR	17	6	0	0	20	9	0	22	29	50	11	22	21	17	14	
	FAIR	25	19	36	43	30	24	25	22	29	0	39	0	43	28	28	226
	GOOD	8	25	29	21	10	29	0	34	0	50	17	45	7	14	18	
	EXCELLENT	4	13	0	0	0	0	25	0	14	0	5	11	0	5	5	
Job of preparing students for jobs.	DON'T KNOW	29	6	14	7	30	18	50	11	29	0	25	11	21	12	17	
	POOR	0	0	7	0	10	0	0	0	0	0	0	0	0	3	2	
	FAIR	33	19	43	36	20	18	25	22	14	50	25	33	36	29	28	226
	GOOD	29	50	36	57	40	50	0	56	57	50	37	45	36	40	42	
	EXCELLENT	9	25	0	0	0	14	25	11	0	0	13	11	7	16	11	
Job of preparing students for transfer to four-year colleges and universities.	DON'T KNOW	33	12	7	14	20	14	50	12	43	0	22	22	14	14	18	
	POOR	0	6	14	0	0	0	0	0	0	0	11	11	7	8	5	
	FAIR	34	6	22	28	10	27	25	13	28	50	11	22	29	12	20	227
	GOOD	29	38	43	29	70	50	0	50	29	50	39	22	43	51	42	
	EXCELLENT	4	38	14	29	10	9	25	25	0	0	17	23	7	15	15	
11. Aware of the following:?	% YES:																
Lecture series		67	60	57	64	80	77	50	33	50	50	58	56	57	56	60	228
Job career counseling		75	87	71	79	80	96	100	67	75	100	79	78	100	81	82	228
Musical activities, concerts		63	80	64	86	70	77	75	78	50	50	61	78	50	72	70	227
Technical/occupational courses		96	100	86	79	78	96	100	100	75	100	84	89	92	89	90	224
Cultural activities for the community		30	67	54	69	70	64	100	67	50	50	68	89	57	72	64	225

			SCHOOL													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
	Academic counseling		91	100	93	100	90	96	75	89	75	100	94	67	93	86	90	225
	Various short courses, seminars, workshops, and conferences		92	80	71	86	90	77	75	79	75	100	79	67	64	77	79	228
	Student employment		70	79	64	77	80	77	75	44	63	100	68	78	57	69	70	225
	Personal counseling		74	71	57	79	70	86	50	78	63	50	79	57	57	67	71	226
	Financial aid for students		96	100	93	86	80	91	100	100	63	100	94	100	93	88	91	227
	Services for handicapped students		57	47	43	57	70	73	75	56	38	50	53	56	71	56	57	227
	Film presentations		57	67	57	54	70	55	50	56	63	50	53	44	14	44	50	226
12.	Have you ever attended or made use of any of the above listed services and/or programs?	% YES	25	38	36	7	60	46	100	67	57	100	35	50	46	58	46	223
13.	Age	20-24 YEARS	0	7	0	0	11	5	0	0	0	0	0	0	0	5	3	
		25-34 YEARS	36	20	50	14	11	9	25	22	14	0	40	62	43	25	28	
		35-44 YEARS	23	20	0	29	22	19	25	22	57	50	20	0	29	40	27	
		45-54 YEARS	36	40	21	14	34	24	25	22	14	0	40	25	14	19	24	218
		55-64 YEARS	5	13	29	36	22	38	25	34	15	50	0	13	14	11	17	
		65 AND OVER	0	0	0	7	0	5	0	0	0	0	0	0	0	0	1	
14.	Sex	FEMALE	48	53	50	50	40	43	50	22	57	50	33	50	62	42	45	219
		MALE	52	47	50	50	60	57	50	78	43	50	67	50	38	58	55	

		SCHOOL															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	ALL	
15. Ethnic group	WHITE	58	60	57	71	50	63	75	67	86	0	53	67	64	96	72	
	BLACK	37	40	43	29	50	21	25	33	14	100	47	33	36	2	25	
	HISPANIC	5	0	0	0	0	11	0	0	0	0	0	0	0	2	2	
	ASIAN/PACIFIC ISLAND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	210
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	5	0	0	0	0	0	0	0	0	1	
16. What is your present assignment?	TEACHER	82	93	64	86	90	81	75	67	86	0	80	75	64	70	76	
	COUNSELOR	9	7	7	7	10	9	0	0	14	0	0	0	29	14	[illegible]	
	TEACHER/COUNSELOR	0	0	14	7	0	0	0	11	0	0	0	12	0	0	2	217
	ADMINISTRATOR	9	0	15	0	0	10	25	22	0	100	20	13	7	16	12	
	LIBRARIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

SURVEY OF EMPLOYEES — All Personnel--All Locations — N=187

		N=53 FACULTY	N=106 STAFF	N=28 ADMINISTRATION	COMBINED	AP
1. Given the philosophy and mission of MCC, how well do you feel that your college is meeting these objectives?	VERY POOR JOB	8	6	0	6	
	LESS THAN SATISFACTORY JOB	13	22	11	18	
	SATISFACTORY JOB	38	44	39	42	
	MORE THAN SATISFACTORY JOB	30	21	46	27	
	EXCELLENT JOB	11	7	4	7	
2. In general, how do you feel about your college?	NOT THE PLACE FOR ME	9	9	4	8	
	FAIRLY GOOD PLACE FOR ME	38	51	33	45	
	VERY GOOD PLACE FOR ME	53	40	63	47	
3. What is your opinion of your college's present enrollment?	TOO BIG	2	1	0	1	
	TOO SMALL	70	79	81	77	
	ABOUT RIGHT	28	20	19	22	
4. Rating of personal relations among the people with whom you work.	POOR	6	7	0	6	
	FAIR	19	18	28	20	
	GOOD	43	51	43	47	
	EXCELLENT	32	24	29	27	

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
Rating of the academic reputation of your college outside of the institution.	POOR	23	22	18	22	AP
	FAIR	27	41	41	37	
	GOOD	33	35	30	34	
	EXCELLENT	17	2	11	7	
Rating of the effectiveness of your Association.	POOR	19	21	30	22	
	FAIR	39	39	14	40	
	GOOD	28	33	26	30	
	EXCELLENT	14	7	0	8	
Rating of your college's intelleccual environment.	POOR	15	16	3	14	
	FAIR	38	38	52	40	
	GOOD	32	39	41	37	
	EXCELLENT	15	7	4	9	
Rating of your college's administrative leadership.	POOR	19	16	8	16	
	FAIR	27	40	27	35	
	GOOD	33	37	54	38	
	EXCELLENT	21	7	11	11	
Rating of your college's relations with students.	POOR	6	15	4	11	
	FAIR	31	43	22	36	
	GOOD	40	34	63	40	
	EXCELLENT	23	8	11	13	
Rating of relations with your supervisor.	POOR	7	11	3	9	
	FAIR	4	14	18	12	
	GOOD	38	40	25	37	
	EXCELLENT	51	35	54	42	

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
5. Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?	% YES	65	58	76	63	AP
6. In general, how well do you feel your college is meeting the needs of the community?	VERY POOR JOB	8	6	4	7	
	LESS THAN SATISFACTORY JOB	13	25	23	21	
	SATISFACTORY JOB	47	47	42	46	
	MORE THAN SATISFACTORY JOB	23	18	23	20	
	EXCELLENT JOB	9	4	8	6	
7. In your opinion, should there be a major marketing/recruitment effort made by the MCC?	% YES	85	85	93	86	
8. If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?	DISTRICT-WIDE COORDINATION FROM ADMINISTRATIVE CTR	20	34	43	32	
	SEPARATE COLLEGE COORDINATION	56	52	36	50	
	DISTRICT AD HOC TASK FORCE	15	13	18	14	
	OTHER	9	1	3	4	

		FACULTY	STAFF	ADMINISTRATION	COMBINED
9. If there were a marketing/ recruitment program, what do you see as your personal role in the effort?	FREQUENT PARTICI-PATION	50	21	48	33
	LIMITED PARTIC.	35	45	18	38
	ADVISORY CAPACITY	15	7	30	13
	NO ROLE	0	27	4	16

AP

Administrative Center Personnel N=29

SURVEY OF EMPLOYEES

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
1. Given the philosophy and mission of MCC, how well do you feel that <u>your college</u> is meeting these objectives?	VERY POOR JOB	0	21	0	17	AC
	LESS THAN SATISFACTORY JOB	0	21	40	24	
	SATISFACTORY JOB	0	46	20	41	
	MORE THAN SATISFACTORY JOB	0	8	40	14	
	EXCELLENT JOB	0	4	0	4	
2. In general, how do you feel about your college?	NOT THE PLACE FOR ME	0	25	25	25	
	FAIRLY GOOD PLACE FOR ME	0	37	50	39	
	VERY GOOD PLACE FOR ME	0	38	25	36	
3. What is your opinion of your college's present enrollment?	TOO BIG	0	4	0	4	
	TOO SMALL	0	70	100	74	
	ABOUT RIGHT	0	26	0	22	
4. Rating of personal relations among the people with whom you work.	POOR	0	17	0	14	
	FAIR	0	17	60	24	
	GOOD	0	37	20	34	
	EXCELLENT	0	29	20	28	

		FACULTY	STAFF	ADMINISTRATION	COMBINED
Rating of the academic reputation of your college outside of the institution.	POOR	0	29	25	28
	FAIR	0	42	50	43
	GOOD	0	25	25	25
	EXCELLENT	0	4	0	4
Rating of the effectiveness of your Association.	POOR	0	25	50	28
	FAIR	0	33	50	36
	GOOD	0	42	0	36
	EXCELLENT	0	0	0	0
Rating of your college's intellectual environment.	POOR	0	27	25	27
	FAIR	0	18	50	23
	GOOD	0	50	25	46
	EXCELLENT	0	5	0	4
Rating of your college's administrative leadership.	POOR	0	27	25	27
	FAIR	0	45	50	46
	GOOD	0	23	25	23
	EXCELLENT	0	5	0	4
Rating of your college's relations with students.	POOR	0	35	25	33
	FAIR	0	26	50	30
	GOOD	0	39	25	37
	EXCELLENT	0	0	0	0
Rating of relations with your supervisor.	POOR	0	22	20	21
	FAIR	0	13	40	18
	GOOD	0	26	20	25
	EXCELLENT	0	39	20	36

		FACULTY	STAFF	ADMINISTRATION	COMBINED
5. Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?	% YES	0	61	50	59
6. In general, how well do you feel your college is meeting the needs of the community?	VERY POOR JOB	0	20	25	21
	LESS THAN SATISFACTORY JOB	0	17	25	18
	SATISFACTORY JOB	0	42	25	39
	MORE THAN SATISFACTORY JOB	0	21	25	22
	EXCELLENT JOB	0	0	0	0
7. In your opinion, should there be a major marketing/recruitment effort made by the MCC?	% YES	0	88	100	90
8. If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?	DISTRICT-WIDE COORDINATION FROM ADMINISTRATIVE CTR	0	41	80	48
	SEPARATE COLLEGE COORDINATION	0	41	20	37
	DISTRICT AD HOC TASK FORCE	0	18	0	15
	OTHER	0	0	0	0

AC

		FACULTY	STAFF	ADMINISTRATION	COMBINED
If there were a marketing/ recruitment program, what do you see as your personal role in the effort?	FREQUENT PARTICI-PATION	0	12	40	17
	LIMITED PARTIC.	0	37	40	38
	ADVISORY CAPACITY	0	13	20	14
	NO ROLE	0	38	0	31

		SURVEY OF EMPLOYEES*			Longview Personnel N=29	
		N=13 FACULTY	N=11 STAFF	N=5 ADMINISTRATION	COMBINED	LV
1. Given the philosophy and mission of MCC, how well do you feel that your college is meeting these objectives?	VERY POOR JOB	23	9	0	14	
	LESS THAN SATISFACTORY JOB	0	9	0	3	
	SATISFACTORY JOB	39	27	40	34	
	MORE THAN SATISFACTORY JOB	15	18	40	21	
	EXCELLENT JOB	23	37	20	28	
2. In general, how do you feel about your college?	NOT THE PLACE FOR ME	23	27	0	21	
	FAIRLY GOOD PLACE FOR ME	31	36	20	31	
	VERY GOOD PLACE FOR ME	46	37	80	48	
3. What is your opinion of your college's present enrollment?	TOO BIG	0	0	0	0	
	TOO SMALL	69	91	60	76	
	ABOUT RIGHT	31	9	40	24	
4. Rating of personal relations among the people with whom you work.	POOR	23	9	0	14	
	FAIR	15	9	20	14	
	GOOD	31	46	40	38	
	EXCELLENT	31	36	40	34	

*Figures are expressed in percentages.

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
Rating of the academic reputation of your college outside of the institution.	POOR	8	9	0	7	LV
	FAIR	23	27	20	24	
	GOOD	38	64	60	52	
	EXCELLENT	31	0	20	17	
Rating of the effectiveness of your Association.	POOR	15	9	0	11	
	FAIR	39	46	50	43	
	GOOD	23	36	50	32	
	EXCELLENT	23	9	0	14	
Rating of your college's intellectual environment.	POOR	15	9	0	11	
	FAIR	31	27	40	31	
	GOOD	23	64	40	41	
	EXCELLENT	31	0	20	17	
Rating of your college's administrative leadership.	POOR	46	18	0	28	
	FAIR	15	18	40	21	
	GOOD	23	55	20	34	
	EXCELLENT	16	9	40	17	
Rating of your college's relations with students.	POOR	8	9	0	7	
	FAIR	15	27	0	17	
	GOOD	46	46	60	48	
	EXCELLENT	31	18	40	28	
Rating of relations with your supervisor.	POOR	23	18	0	17	
	FAIR	0	9	20	7	
	GOOD	23	18	40	24	
	EXCELLENT	54	55	40	52	

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
5. Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?	% YES	54	64	80	62	LV
6. In general, how well do you feel your college is meeting the needs of the community?	VERY POOR JOB	23	9	0	14	
	LESS THAN SATISFACTORY JOB	8	9	20	10	
	SATISFACTORY JOB	31	36	40	34	
	MORE THAN SATISFACTORY JOB	15	37	0	21	
	EXCELLENT JOB	23	9	40	21	
7. In your opinion, should there be a major marketing/recruitment effort made by the MCC?	% YES	67	100	100	85	
8. If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?	DISTRICT-WIDE COORDINATION FROM ADMINISTRATIVE CTR	0	0	0	0	
	SEPARATE COLLEGE COORDINATION	80	73	40	69	
	DISTRICT AD HOC TASK FORCE	0	27	60	23	
	OTHER	20	0	0	8	

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
9. If there were a marketing/ recruitment program, what do you see as your personal role in the effort?	FREQUENT PARTICI-PATION	46	27	60	41	LV
	LIMITED PARTIC.	23	37	20	28	
	ADVISORY CAPACITY	31	9	20	21	
	NO ROLE	0	27	0	10	

Maple Woods Personnel N=43

SURVEY OF EMPLOYEES*

			N=17 FACULTY	N=22 STAFF	N=4 ADMINISTRATION	COMBINED	
1.	Given the philosophy and mission of MCC, how well do you feel that your college is meeting these objectives?	VERY POOR JOB	0	0	0	0	MW
		LESS THAN SATISFACTORY JOB	12	18	0	14	
		SATISFACTORY JOB	41	46	50	44	
		MORE THAN SATISFACTORY JOB	29	36	50	35	
		EXCELLENT JOB	18	0	0	7	
2.	In general, how do you feel about your college?	NOT THE PLACE FOR ME	0	4	0	2	
		FAIRLY GOOD PLACE FOR ME	35	50	0	40	
		VERY GOOD PLACE FOR ME	65	46	100	58	
3.	What is your opinion of your college's present enrollment?	TOO BIG	0	0	0	0	
		TOO SMALL	76	91	100	86	
		ABOUT RIGHT	24	9	0	14	
4.	Rating of personal relations among the people with whom you work.	POOR	0	5	0	2	
		FAIR	0	18	0	9	
		GOOD	53	59	75	58	
		EXCELLENT	47	18	25	31	

*Figures are expressed in percentages

		FACULTY	STAFF	ADMINISTRATION	COMBINED
Rating of the academic reputation of your college outside of the institution.	POOR	23	14	0	17
	FAIR	12	38	0	24
	GOOD	41	48	50	45
	EXCELLENT	24	0	50	14
Rating of the effectiveness of your Association.	POOR	35	9	0	19
	FAIR	23	36	67	33
	GOOD	18	41	33	31
	EXCELLENT	24	14	0	17
Rating of your college's intellectual environment.	POOR	12	10	0	9
	FAIR	23	30	25	27
	GOOD	41	50	75	49
	EXCELLENT	24	10	0	15
Rating of your college's administrative leadership.	POOR	6	23	0	14
	FAIR	19	18	0	17
	GOOD	31	50	100	48
	EXCELLENT	44	9	0	21
Rating of your college's relations with students.	POOR	0	4	0	2
	FAIR	12	23	0	16
	GOOD	59	55	75	58
	EXCELLENT	29	18	25	24
Rating of relations with your supervisor.	POOR	0	4	0	2
	FAIR	0	14	0	7
	GOOD	41	41	25	40
	EXCELLENT	59	41	75	51

MW

		FACULTY	STAFF	ADMINISTRATION	COMBINED
5. Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?	% YES	71	71	100	74
6. In general, how well do you feel your college is meeting the needs of the community?	VERY POOR JOB	0	0	0	0
	LESS THAN SATISFACTORY JOB	12	18	0	14
	SATISFACTORY JOB	53	55	25	51
	MORE THAN SATISFACTORY JOB	29	27	75	33
	EXCELLENT JOB	6	0	0	2
7. In your opinion, should there be a major marketing/recruitment effort made by the MCC?	% YES	88	86	75	86
8. If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?	DISTRICT-WIDE COORDINATION FROM ADMINISTRATIVE CTR	0	25	0	12
	SEPARATE COLLEGE COORDINATION	75	65	100	72
	DISTRICT AD HOC TASK FORCE	19	10	0	13
	OTHER	6	0	0	3

MW

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
9. If there were a marketing/ recruitment program, what do you see as your personal role in the effort?	FREQUENT PARTICI-PATION	59	25	75	44	MW
	LIMITED PARTIC.	41	40	25	39	
	ADVISORY CAPACITY	0	5	0	2	
	NO ROLE	0	30	0	15	

Pioneer Personnel N=38

SURVEY OF EMPLOYEES *

			N=10 FACULTY	N=21 STAFF	N=7 ADMINISTRATION	COMBINED
1.	Given the philosophy and mission of MCC, how well do you feel that your college is meeting these objectives?	VERY POOR JOB	0	0	0	0
		LESS THAN SATISFACTORY JOB	10	19	0	13
		SATISFACTORY JOB	20	52	43	42
		MORE THAN SATISFACTORY JOB	70	24	57	42
		EXCELLENT JOB	0	5	0	3
2.	In general, how do you feel about your college?	NOT THE PLACE FOR ME	0	0	0	0
		FAIRLY GOOD PLACE FOR ME	40	57	43	50
		VERY GOOD PLACE FOR ME	60	43	57	50
3.	What is your opinion of your college's present enrollment?	TOO BIG	0	0	0	0
		TOO SMALL	70	70	86	73
		ABOUT RIGHT	30	30	14	27
4.	Rating of personal relations among the people with whom you work.	POOR	0	0	0	0
		FAIR	30	19	28	23
		GOOD	50	57	43	53
		EXCELLENT	20	24	29	24

P

*Figures are expressed in percentages.

		FACULTY	STAFF	ADMINISTRATION	COMBINED
Rating of the academic reputation of your college outside of the institution.	POOR	33	19	29	24
	FAIR	45	57	71	57
	GOOD	22	24	0	19
	EXCELLENT	0	0	0	0
Rating of the effectiveness of your Association.	POOR	12	24	50	26
	FAIR	63	43	50	48
	GOOD	25	28	0	23
	EXCELLENT	0	5	0	3
Rating of your college's intellectual environment.	POOR	10	19	0	13
	FAIR	50	52	57	52
	GOOD	40	24	43	32
	EXCELLENT	0	5	0	3
Rating of your college's administrative leadership.	POOR	0	0	14	2
	FAIR	20	52	14	37
	GOOD	60	48	57	53
	EXCELLENT	20	0	15	8
Rating of your college's relations with students.	POOR	0	10	0	5
	FAIR	40	52	14	42
	GOOD	30	33	86	42
	EXCELLENT	30	5	0	11
Rating of relations with your supervisor.	POOR	0	5	0	3
	FAIR	10	14	14	13
	GOOD	40	52	14	42
	EXCELLENT	50	29	72	42

		FACULTY	STAFF	ADMINISTRATION	COMBINED
5. Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?	% YES	67	55	83	63
6. In general, how well do you feel your college is meeting the needs of the community?	VERY POOR JOB	0	0	0	0
	LESS THAN SATISFACTORY JOB	10	30	29	24
	SATISFACTORY JOB	40	55	57	51
	MORE THAN SATISFACTORY JOB	40	10	14	19
	EXCELLENT JOB	10	5	0	6
7. In your opinion, should there be a major marketing/recruitment effort made by the MCC?	% YES	90	85	100	89
8. If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?	DISTRICT-WIDE COORDINATION FROM ADMINISTRATIVE CTR	29	55	71	53
	SEPARATE COLLEGE COORDINATION	28	30	14	26
	DISTRICT AD HOC TASK FORCE	43	10	15	18
	OTHER	0	5	0	3

			FACULTY	STAFF	ADMINISTRATION	COMBINED	
9.	If there were a marketing/ recruitment program, what do you see as your personal role in the effort?	FREQUENT PARTICI-PATION	50	0	29	18	P
		LIMITED PARTIC.	30	86	14	58	
		ADVISORY CAPACITY	20	0	43	13	
		NO ROLE	0	14	14	11	

Penn Valley Personnel N=47

SURVEY OF EMPLOYEES *

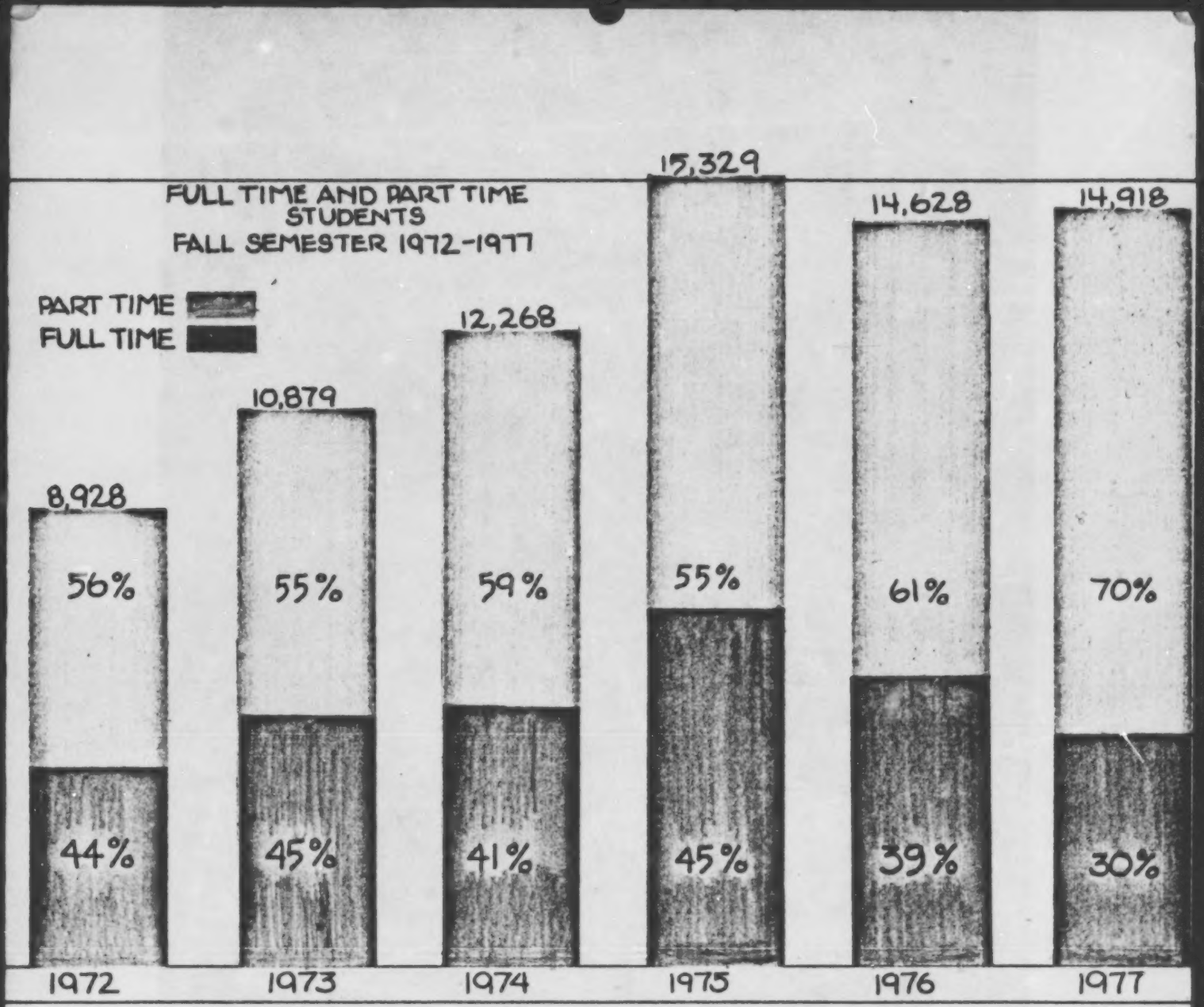
		N=13 FACULTY	N=27 STAFF	N=7 ADMINISTRATION	COMBINED	
1. Given the philosophy and mission of MCC, how well do you feel that your college is meeting these objectives?	VERY POOR JOB	8	4	0	4	PV
	LESS THAN SATISFACTORY JOB	31	30	14	28	
	SATISFACTORY JOB	46	44	43	45	
	MORE THAN SATISFACTORY JOB	15	18	43	21	
	EXCELLENT JOB	0	4	0	2	
2. In general, how do you feel about your college?	NOT THE PLACE FOR ME	15	0	0	4	
	FAIRLY GOOD PLACE FOR ME	46	63	43	55	
	VERY GOOD PLACE FOR ME	39	37	57	41	
3. What is your opinion of your college's present enrollment?	TOO BIG	8	0	0	2	
	TOO SMALL	61	78	67	72	
	ABOUT RIGHT	31	22	33	26	
4. Rating of personal relations among the people with whom you work.	POOR	0	7	0	4	
	FAIR	38	22	28	28	
	GOOD	39	52	43	47	
	EXCELLENT	23	19	29	21	

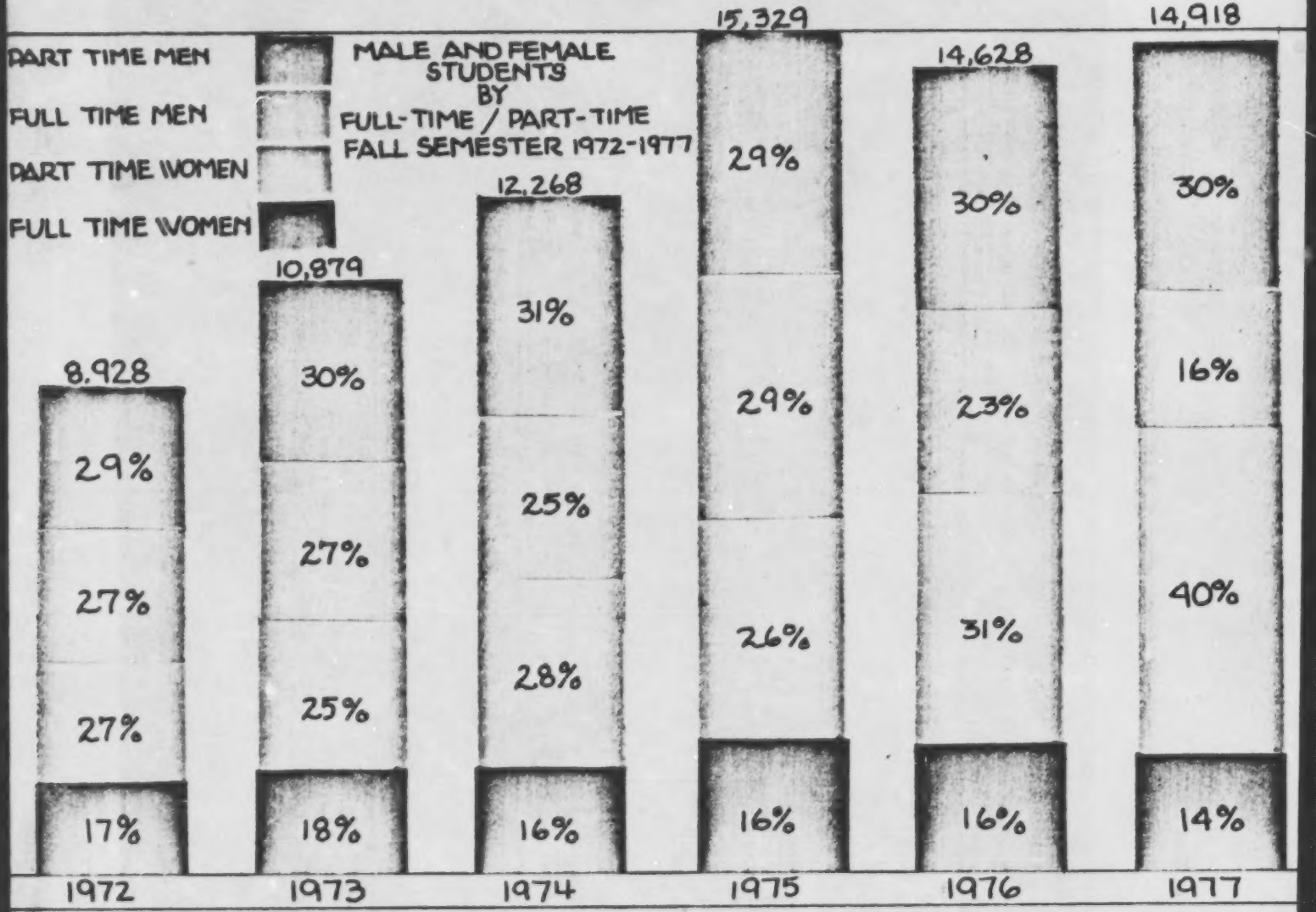
*Figures are expressed in percentages.

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
Rating of the academic reputation of your college outside of the institution.	POOR	31	30	28	30	PV
	FAIR	38	33	43	36	
	GOOD	23	33	29	30	
	EXCELLENT	8	4	0	4	
Rating of the effectiveness of your Association.	POOR	8	31	33	24	
	FAIR	46	38	50	38	
	GOOD	46	23	50	33	
	EXCELLENT	0	8	0	5	
Rating of your college's intellectual environment.	POOR	23	11	0	13	
	FAIR	54	52	71	55	
	GOOD	23	26	29	26	
	EXCELLENT	0	11	0	6	
Rating of your college's administrative leadership.	POOR	23	11	0	13	
	FAIR	54	56	33	52	
	GOOD	23	22	67	28	
	EXCELLENT	0	11	0	7	
Rating of your college's relations with students.	POOR	16	15	0	13	
	FAIR	67	70	43	65	
	GOOD	17	11	57	20	
	EXCELLENT	0	4	0	2	
Rating of relations with your supervisor.	POOR	8	7	0	6	
	FAIR	8	19	14	15	
	GOOD	46	48	29	45	
	EXCELLENT	38	26	57	34	

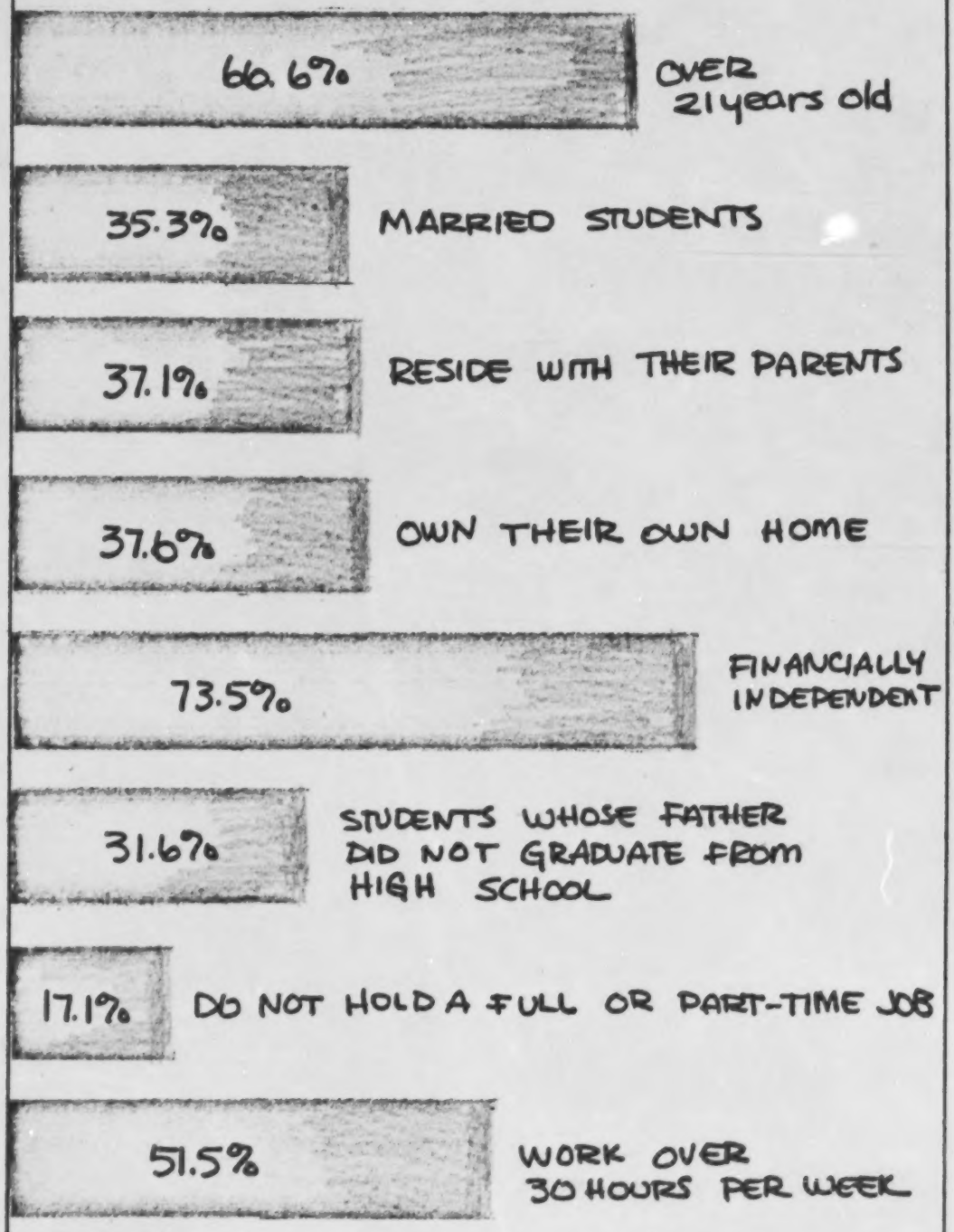
		FACULTY	STAFF	ADMINISTRATION	COMBINED	PV
5. Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?	% YES	67	41	67	53	
6. In general, how well do you feel your college is meeting the needs of the community?	VERY POOR JOB	8	4	0	4	
	LESS THAN SATISFACTORY JOB	23	37	33	33	
	SATISFACTORY JOB	63	44	50	50	
	MORE THAN SATISFACTORY JOB	8	7	17	9	
	EXCELLENT JOB	0	8	0	4	
7. In your opinion, should there be a major marketing/recruitment effort made by the MCC?	% YES	92	78	83	83	
8. If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?	DISTRICT-WIDE COORDINATION FROM ADMINISTRATIVE CTR	58	36	43	43	
	SEPARATE COLLEGE COORDINATION	25	56	29	43	
	DISTRICT AD HOC TASK FORCE	8	8	14	9	
	OTHER	9	0	14	5	

		FACULTY	STAFF	ADMINISTRATION	COMBINED	
9. If there were a marketing/ recruitment program, what do you see as your personal role in the effort?	FREQUENT PARTICI-PATION	42	42	50	43	PV
	LIMITED PARTIC.	42	27	0	27	
	ADVISORY CAPACITY	16	8	50	16	
	NO ROLE	0	23	0	14	


FULL TIME AND PART TIME
STUDENTS
FALL SEMESTER 1972-1977
PART TIME
FULL TIME
8,928
10,879
12,268
15,329
14,628
14,918
56%
55%
59%
55%
61%
70%
44%
45%
41%
45%
39%
30%
1972
1973
1974
1975
1976
1977


PART TIME MEN
FULL TIME MEN
PART TIME WOMEN
FULL TIME WOMEN
MALE AND FEMALE STUDENTS BY FULL-TIME / PART-TIME FALL SEMESTER 1972-1977
8,928
29%
27%
27%
17%
10,879
30%
27%
25%
18%
12,268
31%
25%
28%
16%
15,329
29%
29%
26%
16%
14,628
30%
23%
31%
16%
14,918
30%
16%
40%
14%
1972
1973
1974
1975
1976
1977

MISCELLANEOUS STUDENT CHARACTERISTICS – FALL 1977


66.6% OVER 21 years old
35.3% MARRIED STUDENTS
37.1% RESIDE WITH THEIR PARENTS
37.6% OWN THEIR OWN HOME
73.5% FINANCIALLY INDEPENDENT
31.6% STUDENTS WHOSE FATHER DID NOT GRADUATE FROM HIGH SCHOOL
17.1% DO NOT HOLD A FULL OR PART-TIME JOB
51.5% WORK OVER 30 HOURS PER WEEK

METROPOLITAN COMMUNITY COLLEGES

CONTINUING STUDENTS QUESTIONNAIRE

1. Name (please print):

_____

2. Any other name which may appear on school or college records:

_____

3. Permanent mailing address:

_____
(Street and number)

_____
(City, state, and zip code)

4. Telephone number: _____
(area code)

5. Sex: 82 Male 75 Female

6. How do you describe yourself?

a. 1 American Indian or Alaskan Native
b. 6 Asian, Pacific Islander, or Filipino
c. 13 Black, Negro, or Afro-American
d. 0 Hispanic, Chicano, or Spanish-speaking American
e. 130 White or Caucasian
f. 3 Other _____
(specify)

7. How old are you?

a. 1 Under 18
b. 78 18 - 22 years
c. 28 22 - 25 years
d. 26 26 - 30 years
e. 9 31 - 35 years
f. 13 36 - 45 years
g. 2 46 - 55 years
h. ___ 56 - 65 years
i. ___ 66 years or older

8. Do you consider yourself to have a permanent handicap?

a. 146 No
b. 3 Yes, one that restricts my mobility
c. ___ Yes, one that restricts my hearing
d. 4 Yes, one that restricts my vision
e. 4 Yes, but I prefer not to record it on this form
f. 1 Yes, other _____
(describe)

9. Which MCC college are you attending?

a. 77 Longview
b. 54 Maple Woods
c. 26 Penn Valley
d. ___ Pioneer

10. How long have you been enrolled at this college?

a. 35 One term
b. 60 One year
c. 41 Two years
d. 13 Three years
e. 1 Four years
f. 2 More than four years

11. The following are general statements that reflect the goals of many students who attend college. In the first column, please check those goals that were important to you when you came to this college. In the second column, please check those goals that you achieved.

This goal was important to me	I achieved this goal	
126 a.	35	To achieve in an academic area (complete a degree or program, get transfer credits, etc.)
101 b.	29	To prepare for a new career or vocation
65 c.	22	To improve on current job or career
41 d.	16	To participate in social or cultural activities
84 e.	62	Personal development (improve self-confidence, develop leadership skills, etc.)

(Over)

12. What are your current and long-range academic goals?

Current		Long-Range	
17	a.	3	Not seeking a degree
22	b.	9	A certificate or license
96	c.	26	Associate degree
34	d.	59	Bachelor's degree
15	e.	47	Master's degree
6	f.	11	Specialist degree (e.g., Ed.S. or nurse practitioner)
6	g.	14	Professional degree (e.g., medical, law, theology)
6	h.	15	Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

13. Attached is a list of educational programs. Please enter the code which best describes your course of study at this college.

[ ][ ][ ][ ][ ]

14. What is your primary employment/occupation status?

a. 79 Employed more than half-time
b. 42 Employed half-time or less
c. 6 Homemaker, not employed outside the home
d. 13 Unemployed, looking for work
e. 15 Unemployed, not looking for work

15. What are your plans for attending this college?

a. 157 Primarily full-time (12 or more hours each term) for credit
b. ___ Primarily part-time (less than 12 hours each term) for credit
c. ___ Primarily not for credit

16. When do you plan to take most of your classes at this college?

a. 135 Mornings during the week
b. 9 Afternoons during the week
c. 22 Evenings during the week
d. 3 On the weekends

17. When would you prefer to take your classes?

a. 133 Mornings during the week
b. 11 Afternoons during the week
c. 20 Evenings during the week
e. 1 On the weekends

18. Do you plan to enroll at this college next term?

a. 131 Yes
b. 13 No, I will have completed my program
c. 1 No, but I will return at some future date
d. 10 No, but I will transfer to another college
e. 0 No, and I have no plans for further education now
f. 2 I do not know

19. The following are services provided by colleges. How would you evaluate each of them at this college?

I did not know about this service	I knew about this service but did not use it	I used this service and was satisfied with it	I used this service but was not satisfied	
3	8	127	7	Admissions
2	6	131	5	Registration
5	82	45	7	Financial aid & student employment
13	93	33	3	Job placement
5	44	84	7	Academic advising
5	37	88	8	Guidance, counseling, & testing
30	64	36	4	Reading, writing, math, and study skills improvement
22	77	34	2	Career planning
17	64	48	7	Campus security
2	16	121	4	Library
26	85	23	2	Health services
13	93	22	6	Recreation/athletics
33	79	17	2	Cultural programs
1	12	124	4	Bookstore
25	101	8	1	Child care

20. What is your assessment of the general attitude that students have about your college (check one):

a. 65 It is an excellent place to attend college.
b. 20 It is an excellent place to learn but offers few non-instructional activities.
c. 18 It seems to be an extension of high school.
d. 35 It is probably no better or worse than most other colleges.
e. 7 It really doesn't offer much but I can earn inexpensive college credits.
f. 4 It doesn't challenge most students.

21. In general, the instructors at this college are:

a. 43 Excellent
b. 103 Good
c. 8 Fair
d. ___ Poor
e. ___ Very Poor

22. In general, how would you rate the quality of your instructional program at this college?

a. 43 Excellent
b. 94 Good
c. 14 Fair
d. ___ Poor
e. ___ Very Poor

23. In general, how would you rank your instructors' interest in you as a learner?

a. 57 Interested to the extent of going out of their way to provide individual assistance to me.
b. 93 They will help me if I ask for assistance.
c. 2 They do not appear to care about my personal learning concerns.

24. What suggestions do you have for improving this college?_____

DISTRICT - PART-TIME

METROPOLITAN COMMUNITY COLLEGES

CONTINUING STUDENTS QUESTIONNAIRE

1. Name (please print):

_____

2. Any other name which may appear on school or college records:

_____

3. Permanent mailing address:

_____
(Street and number)

_____
(City, state, and zip code)

4. Telephone number: _____
(area code)

5. Sex: 92 Male 99 Female

6. How do you describe yourself?

a. 4 American Indian or Alaskan Native
b. 3 Asian, Pacific Islander, or Filipino
c. 14 Black, Negro, or Afro-American
d. 2 Hispanic, Chicano, or Spanish-speaking American
e. 165 White or Caucasian
f. 2 Other _____
(specify)

7. How old are you?

a. 1 Under 18
b. 62 18 - 22 years
c. 30 22 - 25 years
d. 42 26 - 30 years
e. 26 31 - 35 years
f. 20 36 - 45 years
g. 9 46 - 55 years
h. 2 56 - 65 years
i. ___ 66 years or older

8. Do you consider yourself to have a permanent handicap?

a. 180 No
b. 2 Yes, one that restricts my mobility
c. ___ Yes, one that restricts my hearing
d. 6 Yes, one that restricts my vision
e. ___ Yes, but I prefer not to record it on this form
f. 2 Yes, other _____
(describe)

9. Which MCC college are you attending?

a. 111 Longview
b. 42 Maple Woods
c. 36 Penn Valley
d. ___ Pioneer

10. How long have you been enrolled at this college?

a. 57 One term
b. 56 One year
c. 45 Two years
d. 13 Three years
e. 4 Four years
f. 7 More than four years

11. The following are general statements that reflect the goals of many students who attend college. In the first column, please check those goals that were important to you when you came to this college. In the second column, please check those goals that you achieved.

This goal was important to me	I achieved this goal	
130 a.	37	To achieve in an academic area (complete a degree or program, get transfer credits, etc.)
94 b.	28	To prepare for a new career or vocation
87 c.	46	To improve on current job or career
31 d.	16	To participate in social or cultural activities
85 e.	67	Personal development (improve self-confidence, develop leadership skills, etc.)

(Over)

12. What are your current and long-range academic goals?

Current	Long-Range		
27	a. 14	Not seeking a degree
18	b. 21	A certificate or license
71	c. 21	Associate degree
43	d. 69	Bachelor's degree
7	e. 31	Master's degree
2	f. 10	Specialist degree (e.g., Ed.S. or nurse practitioner)
8	g. 15	Professional degree (e.g., medical, law, theology)
1	h. 12	Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

13. Attached is a list of educational programs. Please enter the code which best describes your course of study at this college.

14. What is your primary employment/occupation status?

a. 145 Employed more than half-time
b. 20 Employed half-time or less
c. 15 Homemaker, not employed outside the home
d. 2 Unemployed, looking for work
e. 5 Unemployed, not looking for work

15. What are your plans for attending this college?

a. 0 Primarily full-time (12 or more hours each term) for credit
b. 179 Primarily part-time (less than 12 hours each term) for credit
c. 5 Primarily not for credit

16. When do you plan to take most of your classes at this college?

a. 85 Mornings during the week
b. 8 Afternoons during the week
c. 98 Evenings during the week
d. 1 On the weekends

17. When would you prefer to take your classes?

a. 86 Mornings during the week
b. 9 Afternoons during the week
c. 91 Evenings during the week
e. 2 On the weekends

18. Do you plan to enroll at this college next term?

a. 115 Yes
b. 17 No, I will have completed my program
c. 8 No, but I will return at some future date
d. 26 No, but I will transfer to another college
e. 1 No, and I have no plans for further education now
f. 18 I do not know

19. The following are services provided by colleges. How would you evaluate each of them at this college?

I did not know about this service	I knew about this service but did not use it	I used this service and was satisfied with it	I used this service but was not satisfied	
6	16	120	7	Admissions
6	12	128	10	Registration
14	122	13	3	Financial aid & student employment
30	106	19	1	Job placement
8	42	84	8	Academic advising
11	54	72	8	Guidance, counseling, & testing
30	86	34	0	Reading, writing, math, and study skills improvement
29	94	28	4	Career planning
18	87	32	6	Campus security
10	43	86	1	Library
23	107	21	0	Health services
22	108	19	0	Recreation/athletics
29	99	18	0	Cultural programs
9	21	120	6	Bookstore
35	105	10	0	Child care

20. What is your assessment of the general attitude that students have about your college (check one):

a. 79 It is an excellent place to attend college.
b. 22 It is an excellent place to learn but offers few non-instructional activities.
c. 19 It seems to be an extension of high school.
d. 35 It is probably no better or worse than most other colleges.
e. 15 It really doesn't offer much but I can earn inexpensive college credits.
f. 5 It doesn't challenge most students.

21. In general, the instructors at this college are:

a. 35 Excellent
b. 117 Good
c. 17 Fair
d. 2 Poor
e. 1 Very Poor

22. In general, how would you rate the quality of your instructional program at this college?

a. 34 Excellent
b. 112 Good
c. 21 Fair
d. 2 Poor
e. 2 Very Poor

23. In general, how would you rank your instructors' interest in you as a learner?

a. 61 Interested to the extent of going out of their way to provide individual assistance to me.
b. 106 They will help me if I ask for assistance.
c. 4 They do not appear to care about my personal learning concerns.

24. What suggestions do you have for improving this college?_____

Chapter V

CONCLUSIONS AND IMPLICATIONS

There are significant conclusions and implications arising from the survey data as well as from the processes which were used by the task force in its study.

A. Process Conclusions

1. There are a number of reputable organizations and agencies which are presently engaged in compiling useful data in the Kansas City metropoligan region. These organizations are willing to share information with the MCC. Some systems will require a minimal investment to "plug into" their tape banks and data file systems. Others are willing to share expertise as well as information.

   Contacts

   * MARC (Mid-America Regional Council)
   * DIME (Dual Independent Map Encoding, working through MARC)
   * Corps of Engineers, Kansas City District Office
   * UMKC, Institute for the Study of Urban Problems in Education
   * NCHEMS (National Center for Higher Education Management Systems, Boulder, Colorado)

2. The MCC has the capacity, both in personnel and technology to engage in meaningful educational research.

3. The scope of the marketing problem is broad enough to require that an organizational structure and management process be implemented if goals are to be realized.

B. Significant Conclusions and Implications from the Data

1. Employers

a. Of the fourteen stated MCC goals, most employers knew very little about the majority of our program objectives.

* We need to expand and improve our information base to the business community.

b. Most employers felt that we are doing a good job in serving the community but some felt that we could do more.

* We should seek continuing advice from employers (labor categories) as to additional program needs.

c. A large majority of employers rate our training below excellent. Fifty-six percent rate it as adequate.

* We need to examine and strengthen our evaluation of employer-related instruction.

d. Over 70,000 employees are included in the responses and sixty-two percent of the employers requested additional contact with the MCC.

* This could represent over 43,000 possible students if we establish a process for a serious follow-up with these employers.

e. By far the most prompt and complete responses came from the older and more established employers in the area.

* We should seek ways to make absolutely sure that these particular employers are included on advisory committees, councils, and special citizen task forces.

2. High School Educators

a. Generally speaking, professional high school personnel believe that we are doing a good job in meeting our stated objectives.

b. They are somewhat divided as to the effectiveness of programs to our students.

c. There is inconclusive evidence that much is known about the four colleges of our District. There is clear geographic relationship. Teachers north of the river tend to know only about Maple Woods. South of the city teachers relate to Longview, and city teachers, counselors, and administrators relate to Penn Valley. Many still see Penn Valley as the junior college. Little is known about Pioneer anywhere.

* A massive task of the dissemination of information to administrators and teachers is required. On the whole, counselors (only ten percent of the results were from counselors) tend to know more about us. We have neglected communication with our high schools, opting instead for a direct relationship with counselors.

3. MCC Employees

a. A large majority of our employees feel that we are doing a good job in meeting objectives, most like working here, and an overwhelming majority (eighty-four percent) see some personal role in a marketing effort.

* For the most part our employees are informed, concerned, and willing to participate. It would appear that there is deep concern over the future of the District but an encouraging desire to take an active role in problem-solving.

4. Students, Minority

a. Although there is no specific data to support the conclusion that a disproportionate share of "drop-outs" come from the minority categories of students, there seems to be agreement that these students represent a special problem to us.

* As a special problem we need to be aware of the conditions, perhaps not only in diagnosis/counseling but in the classroom and in program areas themselves.

* Attention must be given to recruitment with a special emphasis on the preparation and expectations level of the minority student.

* Retention must be addressed as a special problem.

5. Students

Student characteristics information and continuing student study data supply evidence to support specific strategies which have marketing implications.

a. Many students, particularly part-time students, do not know of services which may be of substantial benefit to them.

* The increase in numbers and percentages of part-time students suggests the need to better market these services to current and prospective students. At the same time, it is of great importance that the colleges keep pace with the shifting enrollment patterns. In this connection it must be recognized that the cost of providing services for part-time students is greater than providing the same services for full-time students.

* Although preliminary steps have been taken to communicate the availability of the colleges' programs and services to area women and to help them overcome psychological re-entry barriers, much still needs to be done. For instance, surveyed students' limited use of child care services. The colleges must more completely identify the characteristics and needs of this expanding population. This increased awareness could lead to program and service modifications including, for example, existing re-entry programs.

b. The available data suggests that the organization of class schedules and registration are not barriers as we sometimes believe them to be.

* However, this conclusion may not be true for students who leave the college early or for those who never enroll because they do not fit college attendance into their life pattern. More should be learned about the size and concerns of these latter groups.

c. The data regarding student employment patterns was compared with information regarding employers' requests for educational services.

* This analysis strongly suggests that a major marketing effort should be focused on area businesses, industry, and governmental agencies.

d. Continuing students express a very positive regard for their colleges.

* These students could be of invaluable assistance in student recruitment.

e. The positive regard for their MCC college expressed by students does not always appear to be shared by those who serve the students. Observation and some other data suggest the presence of an apologetic frame of mind among many District employees.

* Student data and the performance patterns of graduates both reveal that such attitudes need not exist. A positive outlook on the part of college faculty and staff members definitely impacts both recruitment and retention.

Chapter VI

RECOMMENDATIONS

A. General

The one most persistent and compelling fact to emerge from the task force study was the expression of human need. Every aspect of our investigation lead us to the conclusion that while we are serving thousands of people there are still many human needs in the community which we have not met.

Our charge as a task force is to recommend strategies for marketing but far more important was the discovery that there is much still to accomplish in meeting our institutional mission and goals. In many ways this discovery was the most significant lesson of the study.

B. Recommendations--General

The task force on marketing research recommends that:

1. The MCC reaffirm its commitment to its educational mission and goals by increasing earned credit hours through an organized process of recruitment and that the District begin with the fiscal year 1978-79 to implement a marketing plan based on the work and recommendations of the task force.

2. Recognizing that recruitment is only a step in marketing and that the quality and diversity of instruction is the final and most important tool in attracting and retaining students, we as educators in a system of postsecondary education must implement ways to increase learning through all means now at our disposal. Education must be seen as an attractive enterprise to our adult population.

C. Recommendations--Specific Strategies

The special task force on marketing research recommends that:

1. An organizational structure be established with coordination from the District but with each college unit charged with implementing its plans for the recruitment of students.

2. The District give budgetary and research support to this marketing effort, not only at the District level but to the colleges. In addition the District leadership in marketing should provide to the colleges advice and material support in the nature of marketing packages, i.e., ideas, formats, graphics, computer assistance, and general promotional suggestions. These packages should contain cost analysis on each item and could address marketing as it relates to the following sample clientele.

   -- Present students at all units

   -- High school students

   -- The parents of high school students

   -- The handicapped

   -- The disadvantaged

   -- Women

   -- Employers

   -- Underemployed/unemployed

   -- Ethnic groups

3. A unit users committee be established to coordinate and direct the research effort of the District.

4. Each college unit should adhere as closely as possible to the staffing plan as provided for in the Master Plan. By so doing personnel might be made available within the units to become actively involved in marketing. The identification and subsequent support of those administrators, faculty, and staff who are willing to play a serious role in the marketing plan is

absolutely essential to its success. If we can find ways to release key people to this task it might even make possible an ongoing recycling or retraining of persons who could find themselves in the future categorized as "surplus" personnel. The strategy of involvement at the unit level is a widely recognized aspect of a successful marketing system.

5. Since it became mandatory that our "product" be made as attractive and useful as possible to a diverse student body, we give consideration to the full development of a Center for Excellence in Education. This unit, organized around faculty members, counselors, and media specialists, might examine, experiment, and propose implementation in the following areas:

   -- New learning systems based on developing technology

   -- Packaged instruction

   -- Diagnostic testing/counseling

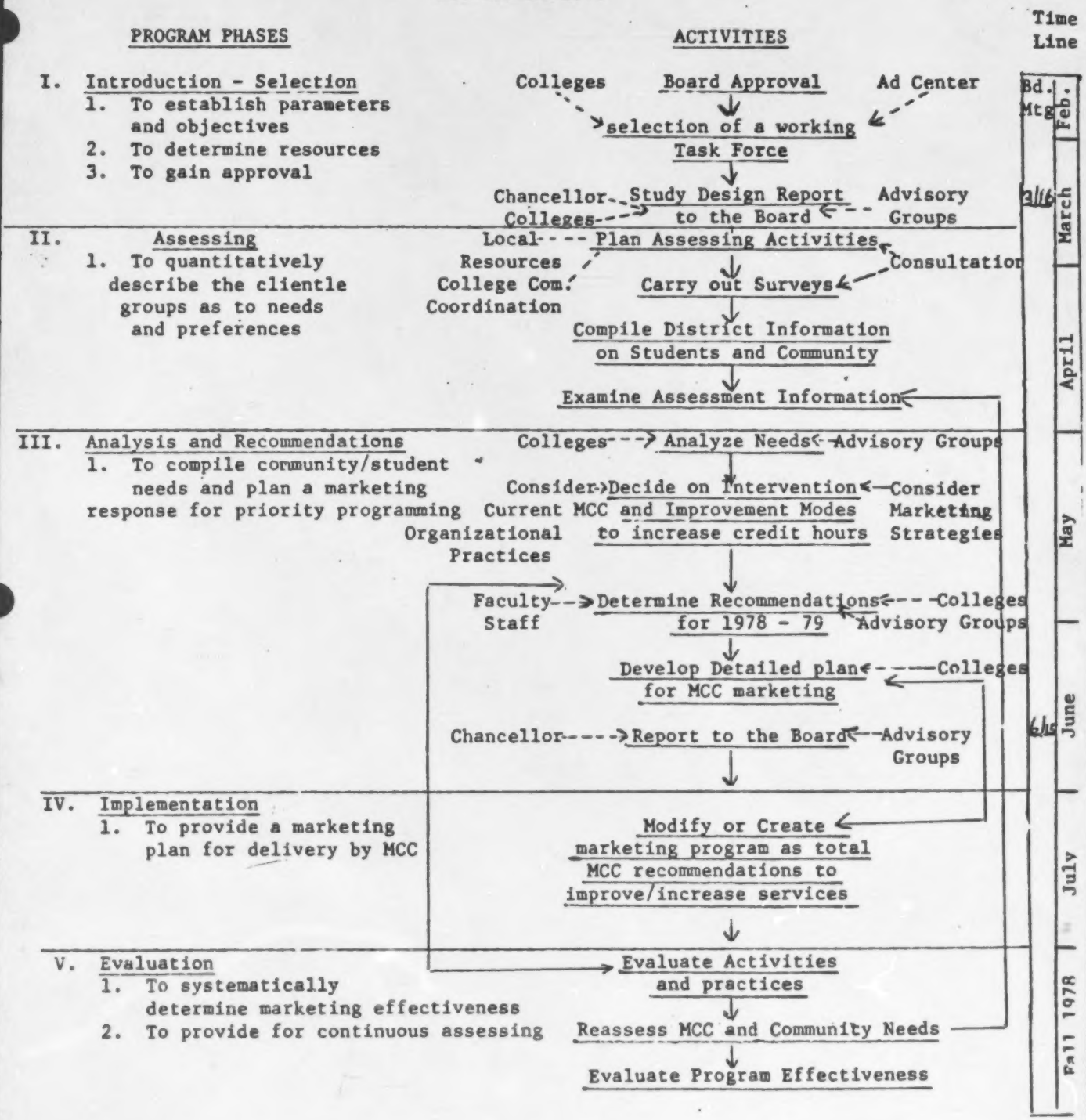
   -- Learning style preference

   -- Experiential learning assessment

   -- Uses of mass media

   To market postsecondary education to a growing diversity of clientele we must seek and develop learning options. This entire option process is instructional in nature and is a responsibility of faculty if our quality is to be retained.

THE TASK FORCE ON MARKETING/RESEARCH
MCC SPRING 1978



Presented to the Board
of Trustees 3/16/78

MARKETING RESEARCH DESIGN
for the
METROPOLITAN COMMUNITY COLLEGES

Prepared by:

The Task Force on Marketing Research

March 1978

William A. Keim, Chairperson

Renee Bennett	MW
Steve Brainard	AC
Desmond Daniels	MW
Robert Hencey	AC
Julia Hill	PI
Edward Krekel	PV
Jerome Ommen	LV

A Marketing Research Design for Metropolitan Community Colleges

I. The Problem

A. Background

It is simplistic to state that the problem which we are experiencing is a relatively sudden and unexpected decline in student credit hours. It is true that during the past two years the Metropolitan Community Colleges have seen a significant reduced earned credit hour record.

The reasons for this occurance are complex and societal in nature. Population shifts, changing birth rates, economic variables, attitude changes toward higher education, changing roles for women, the end of Veteran's benefits and variables in human needs relating to the uses of formalized education all are probable contributing factors to the decline in enrollment.

The full problem is already an historical one and the middle and late 1970's will be studied a great deal in the future to determine what happened to higher education in America during this time frame. The problem is not isolated, it is shared by most community colleges in the U.S. and by all urban related colleges, both junior and senior.

The simple fact is that we in the world of higher education in general and in the Metropolitan Community Colleges in particular, are faced with significant change.

B. Statement of the Problem

How we elect to operate an enrollment driven enterprize within the context of this change is our problem.

There are two options, we can redefine the mission of our colleges to match declining credit hours or we can attempt to increase our enrollment to match an enterprize dependent upon growth. We either retrench or we actively seek additional credit hours.

In the opinion of the Task Force on Marketing Research, we should actively attempt to increase enrollment before we consider corrupting the mission of the Metropolitan Community Colleges by cutting back on programs and services in preparation for fewer students.

Further, it is felt that an update of an analysis of the social, political and economic dimension of our service area will benefit the District and form the basis of an active marketing and recruitment effort.

II. Research Design

The research design is predicated on the application of marketing services to two definable groups:

1. present students of the MCC

2. non-students in the service area

Seperate market strategies will be developed and recommended for these basic groups. Sample survey techniques will be employed and uses of present information already at hand will be made.

A. Students

1. Our presently enrolled students are our most valuable tool in an immediate evaluation of our programs. This includes, time, place, methods of learning and student objectives. From such an analysis can come better strategies to make our colleges even more attractive to our presently enrolled students.

2. Former students, both graduate and non-graduates should be queried to evaluate the success of our programs and to reaffirm contacts which may lead to further study or return to former or modified objectives.

   It is felt by the task force that much student information is already on hand and that it requires analysis and some additional work to give us a better understanding of priorities and perceptions of our students.

3. A seperate study will be undertaken to work specifically with minorities in the community. This study will involve present students as well as the larger numbers of non-students who live and work in our service area. It is felt that the special needs of this group can best be served if, in the initial phase of a market plan, they are viewed as a special clientele.

B. Community - Non-students

Several specifically identified groups will be part of the research design.

1. Community leaders: Those involved, as leaders in business and industry, governmental, educational, and social agencies. This research will enable us to market the non-student community by helping us to understand perceptions of services and priority of needs.

2. The community at large: A random sample will be conducted specifically to determine the community's perception of the MCC as an educational tool. The results will guide the general promotional activities of the market plan and clarify understandings of the colleges by trustee districts.

C. The Staff of MCC

In order to gain support for a marketing plan and to enhance the appeal of our programs to our own MCC employees and families queries will be made to the following groups:

1. administrators, including officers and Board members

2. faculty, full and part-time

3. staff, full, part-time and perhaps hourly

III. Objectives and Outcomes of Analysis

The research information which will be obtained from the five research design groupings will provide the specifics necessary to allow the MCC to move forward into logical market planning areas.

A. Objective I: To increase enrollment through improved and/or expanded program development.

1. The MCC must be willing to examine its total curriculum in light of the current needs of the population which it serves. In doing so it must be conscious of the following marketing strategies.

   a. Programs must be designed, confirmed or modified to attract students within all adult age groups and programs must be thought of as a life span curriculum.

   b. Programs must be varied with a wide diversity to provide the MCC with a broad urban base.

   c. Programs of study must be specifically designed to attract women, minorities and other properly identified clientele.

2. The MCC must be willing to improve its teaching and to examine and promote various learning styles in order to meet requirements for a wider variety of learning options. To do this it must:

   a. Seek ways to offer a more diverse assortment of educational delivery systems.

   b. Adapt learning style preferences to a variety of adult learning needs.

3. In order to facilitate marketing and meet community needs we need to provide greater access to new programs and provide for a more convenient system of time management.

   a. We must begin to schedule for part-time working students and not schedule against them.

   b. We must be prepared to use more local resources both physical and human.

   c. We must provide a decentralized system of noninstructional services to a more diverse clientele.

B. Objective II: To improve the MCC as a two-year public institution and thereby improve its public image as a means to increased enrollment.

1. We must be willing to take a hard look at ourselves in order to effect changes which will lead to successful marketing strategies.

   a. We need to consider means to reduce our dependence upon student fees.

   b. We must operate all facilities at potential capacity.

   c. We must learn to manage a system which will provide better staff flexibility.

   d. We must master ways to significantly involve staff, faculty and administration in the marketing process.

the metropolitan community colleges
ADMINISTRATIVE OFFICES: 560 WESTPORT ROAD • KANSAS CITY, MISSOURI 64111 • TELEPHONE (816) 756-0220

May 15, 1978

Dear Employer:

The enclosed questionnaire is part of a major marketing research study being undertaken by the Metropolitan Community Colleges in order to improve its services to employers in the Kansas City area.

The purpose of the questionnaire is to collect information from local employers so that the community colleges can learn how well their programs, services, and facilities are meeting the needs and expectations of the business, service, and industrial community. Based on the information collected by the survey the Metropolitan Community Colleges will be in a better position to plan more effectively for the future.

The questionnaire is brief and your response to it is extremely important to our study. Your organization is one of a carefully selected sample, so your prompt response will be appreciated. Won't you please take a few moments to complete and return the survey in the enclosed stamped addressed envelope?

Thank you very much for your help.

Respectfully,

William A. Keim

William A. Keim
Chairperson, Task Force
on Marketing Research

Enclosures as stated.

About the Metropolitan Community Colleges
Penn Valley Longview Maple Woods Pioneer

MISSION

The mission of the Metropolitan Community Colleges is to bring post-secondary educational opportunities within the geographical and financial reach of all who seek them. In fulfilling this mission, the Metropolitan Community Colleges offer quality, economical, and convenient educational services of the following kinds: liberal arts, preprofessional, transfer, occupational, developmental, and continuing education; personal, career, and academic counseling; and community services.

(1) **From the mission statement above the MCC has developed 14 specific goals listed below.**
Please indicate how well you feel the Community Colleges are achieving each goal using the following scale;

1 = Have no knowledge of
2 = Less than adequate
3 = Adequate
4 = More than adequate
5 = Excellent

1 ___ Provide educational opportunities for all citizens to the extent of their abilities.
2 ___ Provide counseling services to assist students in identifying their personal qualities, in clarifying their goals, in assessing their need for help in basic skills, and in resolving problems.
3 ___ Provide transfer education – courses which satisfy the lower division requirements in the liberal arts and sciences and in professional fields.
4 ___ Provide courses and programs in occupational areas that are appropriate to career fields in the changing job market.
5 ___ Provide continuing education activities designed for career retraining and upgrading according to needs of local employers and employees.
6 ___ Provide ongoing developmental education to prepare individuals for admission to specific curriculums and to assist students with learning difficulties.
7 ___ Provide community services programs, including non-credit courses, conferences, seminars, and workshops.
8 ___ Provide students with broad programs of social, cultural, and recreational activities.
9 ___ Assist students who complete occupational programs in obtaining employment in their fields.
10 ___ Assist students who complete transfer programs in transferring to other colleges and universities.
11 ___ Provide information to prospective students to facilitate and expedite their admission process.
12 ___ Provide health information and selected health services.
13 ___ Cooperate with other agencies in fulfilling the educational needs of the community.
14 ___ Provide financial assistance to students who need such assistance to continue their education.

In general how well do you feel the Metropolitan Community Colleges are serving the community?

(2) 15
1 ☐ Have no knowledge of
2 ☐ Less than adequate
3 ☐ Adequate
4 ☐ More than adequate
5 ☐ Excellent

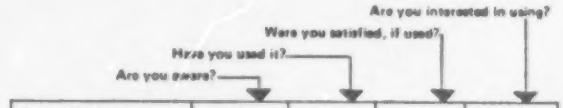
Are there educational needs in the Kansas City Metropolitan area which you, as an employer, feel the MCC is not meeting?

(3) 16
1 ☐ Yes
2 ☐ No

If yes, what are they: _____
_____
_____
_____

(4) **Listed below are a number of services/facilities which are viewed by the MCC as being potential use to various employers. For each service/facility please indicate:**

1. Your awareness of the availability of the service/facility
2. If you have used the service/facility
3. Your satisfaction with the service/facility, if used
4. As an employer are you interested in using such services/facilities in the future?



Service/Facility	Yes	No	Yes	No	Yes	No	Yes	No
	1	2	1	2	1	2	1	2
Career Development Counseling	17 ☐	☐	18 ☐	☐	19 ☐	☐	20 ☐	☐
Conferences, Seminars or Workshops	21 ☐	☐	22 ☐	☐	23 ☐	☐	24 ☐	☐
Consultation Services by MCC Faculty/Staff	25 ☐	☐	26 ☐	☐	27 ☐	☐	28 ☐	☐
Internships, Co-op, Clinical Practice	29 ☐	☐	30 ☐	☐	31 ☐	☐	32 ☐	☐
Job Placement Services	33 ☐	☐	34 ☐	☐	35 ☐	☐	36 ☐	☐
Library, Learning Resources	37 ☐	☐	38 ☐	☐	39 ☐	☐	40 ☐	☐
Meeting Room Facilities	41 ☐	☐	42 ☐	☐	43 ☐	☐	44 ☐	☐

(5) **Does your organization presently employ persons who have taken courses through the MCC? (Include special training offered to your employees)**

45
1 ☐ yes
2 ☐ no (go to question no. 7)
3 ☐ not sure (go to question no. 7)

(6) **How would you rate the quality ot training these employees received from the Metropolitan Community Colleges?**

46
- 1 ☐ Have no knowledge of
- 2 ☐ Less than adequate
- 3 ☐ Adequate
- 4 ☐ More than adequate
- 5 ☐ Excellent

Comments: _____

_____

_____

_____

_____

(7) **Are there specific kinds of training which the MCC could offer to your employees which would provide knowledge and skills which they need?**

47
- 1 ☐ Yes
- 2 ☐ No

If yes, please specify what kinds of training we could provide: _____

_____

_____

About you and your Organization

(8) **In your organization, what is the approximate number of employees?**

Full-time _____ (48-52)
Part-time _____ (53-57)

(9) **Please check the number of years your organization has been located in Metropolitan Kansas City**

58
- 1 ☐ 1-3 years
- 2 ☐ 4-6 years
- 3 ☐ 7-10 years
- 4 ☐ 11-20 years
- 5 ☐ 21 years or more

(10) **Please check the category in which your organization would be classified**

59
- 1 ☐ Agriculture
- 2 ☐ Construction
- 3 ☐ Manufacturing
- 4 ☐ Mining
- 5 ☐ Transportation, Communication, Public Utilities
- 6 ☐ Wholesale Trades
- 7 ☐ Retail Trades
- 8 ☐ Service
- 9 ☐ Government
- 10 ☐ Other (please specify)

Please give us the following information:

Name of Organization _____

Person completing survey _____
name

_____
title

(11) **Do you wish to be contacted regarding present or future services?**

60
- 1 ☐ Yes
- 2 ☐ No

Thank you for your time and your help

Serving the Four Missouri Counties of Metropolitan Kansas City
An Equal Opportunity/Affirmative Action Employer

Survey of Employers

The Metropolitan Community Colleges

the metropolitan community colleges
ADMINISTRATIVE OFFICES: 560 WESTPORT ROAD • KANSAS CITY, MISSOURI 64111 • TELEPHONE (816) 756-0220

May 15, 1978

Dear Fellow Educator:

The enclosed survey is part of a major research study being undertaken by the Metropolitan Community Colleges in order to assess the educational impact of its colleges.

The purpose of this questionnaire is to ascertain from educators their general perceptions of community college education and in particular their understanding of the programs and services of the Metropolitan Community Colleges.

The questionnaire is brief and your response will be extremely important to our study. You are one of a small number of carefully selected educators, so your prompt response will be greatly appreciated. Won't you please take a few moments to complete and return the questionnaire in the enclosed stamped addressed envelope?

Thank you for your help.

Sincerely,

William A. Keim

William A. Keim
Chairperson, Task Force
on Marketing Research

Enclosures as stated.

NOTE: Your responses will be kept confidential.

About the Metropolitan Community Colleges
Penn Valley Longview Maple Woods Pioneer

MISSION

...e mission of the Metropolitan Community Colleges is to bring post-secondary educational opportunities within the geographical and financial reach of all who seek them. In fulfilling this mission, the Metropolitan Community Colleges offer quality, economical, and convenient educational services of the following kinds: liberal arts, preprofessional, transfer, occupational, developmental, and continuing education; personal, career, and academic counseling; and community services.

(1) Given this mission of the Metropolitan Community Colleges, how well do you feel MCC is achieving its goal?

1
- 1 ☐ Very poor job
- 2 ☐ Less than satisfactory job
- 3 ☐ Satisfactory job
- 4 ☐ More than satisfactory job
- 5 ☐ Excellent job

(2) Are there educational needs in the greater Kansas City community which you feel MCC should be attempting to meet, but is not meeting at the present time?

2
- 1 ☐ Yes
- 2 ☐ No

If yes, what are they? _____

_____

_____

(3) Have you ever attended a junior college or community college as a student?

3
- 1 ☐ Yes
- 2 ☐ No

(4) What is your level of agreement or disagreement with the following statements?

1 = Strongly agree
2 = Agree with reservations
3 = Disagree with reservations
4 = Strongly disagree

4-7
- A four-year college is better academically than a community college. 1 ___
- Community colleges turn out "technicians" who are not well-rounded people. 2 ___
- Courses at four-year colleges are harder than similar courses at community colleges. 3 ___
- Teachers at community colleges are as qualified as their counterparts at four-year colleges. 4 ___

(5) How much have you heard about the colleges of the MCC?

1 = Nothing
2 = Little
3 = Some
4 = A lot

8 Penn Valley ___
9 Longview ___
10 Maple Woods ___
11 Pioneer ___

(6) What is your rating of the following major types of programs of the Colleges of the MCC?

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

	Baccalaureate Transfer	Technical/Occupational	Community Service	Developmental Studies
Penn Valley	12 ☐	13 ☐	14 ☐	15 ☐
Longview	16 ☐	17 ☐	18 ☐	19 ☐
Maple Woods	20 ☐	21 ☐	22 ☐	23 ☐
Pioneer	24 ☐	25 ☐	26 ☐	27 ☐

(7) What is your rating of each of the following?

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

28 The academic reputation of the MCC ___
29 The MCC intellectual environment ___
30 Administrative leadership of the MCC ___
31 Relationship with the community ___

(8) How effective are the colleges of the MCC in assisting students in making the transition from High School to College?

32
- 1 ☐ I don't know.
- 2 ☐ Poor
- 3 ☐ Fair
- 4 ☐ Good
- 5 ☐ Excellent

(9) Many people pursue education for various reasons. How would you rank the following in order of importance to students?

1 = Of no importance
2 = Of little importance
3 = Moderately important
4 = Very important

- Intellectual growth (ability to understand and use concepts and principles) 33 ___
- Social growth (understanding people and their views) 34 ___
- Cultural growth (awareness and appreciation of the arts) 35 ___
- Educational growth (preparation for further education) 36 ___
- Professional growth (preparation for employment) 37 ___
- Personal growth (ability to make decisions, acceptance of one's self) 38 ___

10 What kind of a job do you feel MCC is doing in the following areas?

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

Giving students knowledge	39 ___
Motivating students to learn	40 ___
Helping students become involved in community activities	41 ___
Preparing students for jobs	42 ___
Preparing students for transfer to four-year colleges and universities	43 ___

11 Are you aware that the MCC offers the following programs and services?

		Yes 1	No 2
Lecture series	44	☐	☐
Job career counseling	45	☐	☐
Musical activities, concerts	46	☐	☐
Technical/occupational courses	47	☐	☐
Cultural activities for the community	48	☐	☐
Academic counseling	49	☐	☐
Various short courses, seminars, workshops, and conferences	50	☐	☐
Student employment	51	☐	☐
Personal counseling	52	☐	☐
Financial aid for students	53	☐	☐
Services for handicapped students	54	☐	☐
Film presentations	55	☐	☐

12 Have you ever attended or made use of any of the above listed services and/or programs?

56 [1 ☐ Yes / 2 ☐ No]

About you

13 Which represents your age category?

57 [1 ☐ 20-24 / 2 ☐ 25-34 / 3 ☐ 35-44 / 4 ☐ 45-54 / 5 ☐ 55-64 / 6 ☐ 65 and over]

14 What is your sex?

58 [1 ☐ Female / 2 ☐ Male]

15 With which of the following ethnic groups do you identify?

59 [1 ☐ White / 2 ☐ Black / 3 ☐ Hispanic / 4 ☐ Asian or Pacific Islander / 5 ☐ American Indian or Alaskan Native]

16 What is your present assignment?

60 [1 ☐ Teacher / 2 ☐ Counselor / 3 ☐ Teacher/Counselor / 4 ☐ Administrator / 5 ☐ Librarian]

Please write any comments or suggestions below:

_____

_____

_____

_____

_____

_____

_____

Serving the four Missouri Counties of Metropolitan Kansas City
An Equal Opportunity/Affirmative Action Employer

The Metropolitan Community Colleges

Survey of Educators

the metropolitan community colleges
ADMINISTRATIVE OFFICES: 560 WESTPORT ROAD • KANSAS CITY, MISSOURI 64111 • TELEPHONE (816) 756-0220

MEMORANDUM

DATE: May 15, 1978

TO: MCC Personnel

FROM: William A. Keim, Chairperson, Task Force on Marketing Research

As a part of the effort to arrive at sound recommendations relative to marketing and student recruitment, I believe it is important to assess the opinions of the employees of the Metropolitan Community Colleges. I would appreciate your candid personal opinion about how well we are doing in serving students and what we should do in order to improve.

Would you please take a few minutes of your time to complete the enclosed questionnaire? The questionnaire is brief and your response to it is very important to the study.

Thank you for your help.

The Metropolitan Community Colleges

Marketing Research Study

Employee Survey

The following two paragraphs are taken from the Philosophy, Mission, and Goals chapter of the MCC 1977-78 Master Plan. Please read them carefully before completing the survey.

PHILOSOPHY

The Metropolitan Community Colleges comprise four community colleges dedicated to serving the educational needs of the community by helping students understand themselves, the society of which they are a part, and the universe in which they live; providing opportunities for development of occupational skills; providing an environment which stimulates intellectual growth; nurturing academic freedom for students and faculty; encouraging lifelong learning; and providing equal opportunity to all persons regardless of age, race, creed, or sex.

MISSION

The mission of the Metropolitan Community Colleges is to bring postsecondary educational opportunities within the geographical and financial reach of all who seek them. In fulfilling this mission, the Metropolitan Community Colleges offer quality, economical, and convenient educational services of the following kinds: liberal arts, preprofessional, transfer, occupational, developmental, and continuing education; personal, career, and academic counseling; and community services.

(1) Given the philosophy and mission of the Metropolitan Community Colleges, how well do you feel that <u>your college</u> is meeting these objectives?

1
- [1] ☐ very poor job
- [2] ☐ less than satisfactory job
- [3] ☐ satisfactory job
- [4] ☐ more than satisfactory job
- [5] ☐ excellent job

(2) In general, how do you feel about your college?

2
- [1] ☐ it is not the place for me
- [2] ☐ it is a fairly good place for me
- [3] ☐ it is a very good place for me

③ What is your opinion of your college's present enrollment?

3
- 1 ☐ too big
- 2 ☐ too small
- 3 ☐ about right

④ What is your rating of each of the following?

1 = Poor
2 = Fair
3 = Good
4 = Excellent

4	____	personal relations among the people with whom you work
5	____	the academic reputation of your college outside of the institution
6	____	the effectiveness of your Association
7	____	your college's intellectual environment
8	____	your college's administrative leadership
9	____	your college's relations with students
10	____	relations with your supervisor

⑤ Are there educational needs in the greater Kansas City community that you feel your college should attempt to meet, but is not meeting at the present time?

11
- 1 ☐ Yes
- 2 ☐ No

If yes, what are they?_____

⑥ In general, how well do you feel your college is meeting the needs of the community?

12
- 1 ☐ very poor job
- 2 ☐ less than satisfactory job
- 3 ☐ satisfactory job
- 4 ☐ more than satisfactory job
- 5 ☐ excellent job

(7) In your opinion, should there be a major marketing/recruitment effort made by the MCC?

13
- 1 ☐ Yes
- 2 ☐ No

(8) If in your opinion there should be a marketing/recruitment effort made, how do you think it should be organized?

14
- 1 ☐ District-wide coordination from administrative center
- 2 ☐ separate college coordination
- 3 ☐ District ad hoc task force coordination
- 4 ☐ other (specify)_____

(9) If there were a marketing/recruitment program, what do you see as your personal role in the effort?

15
- 1 ☐ frequent participation
- 2 ☐ limited participation
- 3 ☐ advisory capacity
- 4 ☐ no role, inappropriate to my job

(10) To which category of District personnel do you belong?

16
- 1 ☐ faculty
- 2 ☐ staff
- 3 ☐ administration

(11) Specify the MCC unit to which you are assigned:

17
- 1 ☐ Administrative center
- 2 ☐ Longview Community College
- 3 ☐ Maple Woods Community College
- 4 ☐ Pioneer Community College
- 5 ☐ Penn Valley Community College

Please provide any additional comments or suggestions you feel would help improve your college:

METROPOLITAN COMMUNITY COLLEGES

CONTINUING STUDENTS QUESTIONNAIRE

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 4 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

1. Name (please print):

_____

2. Any other name which may appear on school or college records:

_____

3. Permanent mailing address:

_____
(Street and number)

_____
(City, state, and zip code)

4. Telephone number: _____
(area code)

5. Sex: ____ Male ____ Female

6. How do you describe yourself?

a. ____ American Indian or Alaskan Native
b. ____ Asian, Pacific Islander, or Filipino
c. ____ Black, Negro, or Afro-American
d. ____ Hispanic, Chicano, or Spanish-speaking American
e. ____ White or Caucasian
f. ____ Other _____
(specify)

7. How old are you?

a. ____ Under 18
b. ____ 18 - 22 years
c. ____ 22 - 25 years
d. ____ 26 - 30 years
e. ____ 31 - 35 years
f. ____ 36 - 45 years
g. ____ 46 - 55 years
h. ____ 56 - 65 years
i. ____ 66 years or older

8. Do you consider yourself to have a permanent handicap?

a. ____ No
b. ____ Yes, one that restricts my mobility
c. ____ Yes, one that restricts my hearing
d. ____ Yes, one that restricts my vision
e. ____ Yes, but I prefer not to record it on this form
f. ____ Yes, other _____
(describe)

9. Which MCC college are you attending?

a. ____ Longview
b. ____ Maple Woods
c. ____ Penn Valley
d. ____ Pioneer

10. How long have you been enrolled at this college?

a. ____ One term
b. ____ One year
c. ____ Two years
d. ____ Three years
e. ____ Four years
f. ____ More than four years

11. The following are general statements that reflect the goals of many students who attend college. In the first column, please check those goals that were important to you when you came to this college. In the second column, please check those goals that you achieved.

This goal was important to me ↓ | I achieved this goal ↓

____ a. ____ To achieve in an academic area (complete a degree or program, get transfer credits, etc.)
____ b. ____ To prepare for a new career or vocation
____ c. ____ To improve on current job or career
____ d. ____ To participate in social or cultural activities
____ e. ____ Personal development (improve self-confidence, develop leadership skills, etc.)

12. What are your current and long-range academic goals?

Current	Long-Range	
____	____	a. Not seeking a degree
____	____	b. A certificate or license
____	____	c. Associate degree
____	____	d. Bachelor's degree
____	____	e. Master's degree
____	____	f. Specialist degree (e.g., Ed.S. or nurse practitioner)
____	____	g. Professional degree (e.g., medical, law, theology)
____	____	h. Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

13. Attached is a list of educational programs. Please enter the code which best describes your course of study at this college.

14. What is your primary employment/occupation status?

a. ____ Employed more than half-time
b. ____ Employed half-time or less
c. ____ Homemaker, not employed outside the home
d. ____ Unemployed, looking for work
e. ____ Unemployed, not looking for work

15. What are your plans for attending this college?

a. ____ Primarily full-time (12 or more hours each term) for credit
b. ____ Primarily part-time (less than 12 hours each term) for credit
c. ____ Primarily not for credit

16. When do you plan to take most of your classes at this college?

a. ____ Mornings during the week
b. ____ Afternoons during the week
c. ____ Evenings during the week
d. ____ On the weekends

17. When would you prefer to take your classes?

a. ____ Mornings during the week
b. ____ Afternoons during the week
c. ____ Evenings during the week
e. ____ On the weekends

18. Do you plan to enroll at this college next term?

a. ____ Yes
b. ____ No, I will have completed my program
c. ____ No, but I will return at some future date
d. ____ No, but I will transfer to another college
e. ____ No, and I have no plans for further education now
f. ____ I do not know

19. The following are services provided by colleges. How would you evaluate each of them at this college?

I did not know about this service	I knew about this service but did not use it	I used this service and was satisfied with it	I used this service but was not satisfied	
____	____	____	____	Admissions
____	____	____	____	Registration
____	____	____	____	Financial aid & student employment
____	____	____	____	Job placement
____	____	____	____	Academic advising
____	____	____	____	Guidance, counseling, & testing
____	____	____	____	Reading, writing, math, and study skills improvement
____	____	____	____	Career planning
____	____	____	____	Campus security
____	____	____	____	Library
____	____	____	____	Health services
____	____	____	____	Recreation/athletics
____	____	____	____	Cultural programs
____	____	____	____	Bookstore
____	____	____	____	Child care

20. What is your assessment of the general attitude that students have about your college (check one):

a. ____ It is an excellent place to attend college.
b. ____ It is an excellent place to learn but offers few non-instructional activities.
c. ____ It seems to be an extension of high school.
d. ____ It is probably no better or worse than most other colleges.
e. ____ It really doesn't offer much but I can earn inexpensive college credits.
f. ____ It doesn't challenge most students.

21. In general, the instructors at this college are:

a. ____ Excellent
b. ____ Good
c. ____ Fair
d. ____ Poor
e. ____ Very Poor

22. In general, how would you rate the quality of your instructional program at this college?

a. ____ Excellent
b. ____ Good
c. ____ Fair
d. ____ Poor
e. ____ Very Poor

23. In general, how would you rank your instructors' interest in you as a learner?

a. ____ Interested to the extent of going out of their way to provide individual assistance to me.
b. ____ They will help me if I ask for assistance.
c. ____ They do not appear to care about my personal learning concerns.

24. What suggestions do you have for improving this college?_____

_____

_____